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ABSTRACT

This handbook is designed to enable high schools to conduct follow-up studies on their graduates for 5 years after graduation. The information gathered should give schools pertinent data about: (1) post high school activities of graduates; (2) reactions of graduates to counseling and guidance opportunities; (3) reactions of graduates to educational opportunities following high school graduation; and (4) reactions of graduates to the entire school community and its influence on them while in high school and after leaving. Also, the gathered information should help teachers, counselors, and administrators to identify needed innovations and modifications in the curriculum and guidance services. Sections of the handbook include: (1) objectives and organization of the follow-up study; (2) methodology; (3) analysis of results; (4) questionnaires to be used; (5) sample letters to graduates; and (6) coding instructions for the questionnaires. (TA)

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BOOK I

HANDBOOK of INSTRUCTIONS

for

CONDUCTING FOLLOW-UP STUDIES

of

HIGH SCHOOL GRADUATES

CG 006 837

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B O O K I

HANDBOOK OF INSTRUCTIONS
FOR
CONDUCTING FOLLOW-UP STUDIES
OF HIGH SCHOOL GRADUATES

Funded by N.D.E.A., Title V-A

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TABLE OF CONTENTS

		Page Numbers
SECTION 1		
I	Objectives of Follow-Up Study	Section 1 - 1
II	Organization of Follow-Up Study	Section 1 - 1-3
	A. Materials	Section 1 - 1-2
	B. Personnel	Section 1 - 2-3
III	Methodology	Section 1 - 3-9
	A. Visitation of Project Coordinator	Section 1 - 3
	B. "Statement of Intent"	Section 1 - 3-5
	C. First Year Questionnaires	Section 1 - 5-6
	D. Additional Questionnaires	Section 1 - 6
	E. Letters	Section 1 - 6
	F. Postage and Clerical Suggestions	Section 1 - 6-7
	G. Most Effective Times to Mail Questionnaires	Section 1 - 7
	H. Return of Questionnaires	Section 1 - 7-9
IV	Analysis of Results	Section 1 - 9-10
	A. Statistics Provided by Follow-Up Study	Section 1 - 9-10
SECTION 2		
I	Questionnaires To Be Used In Follow-Up	Section 2 - Not Numbered
	0 = Statement of Intent	
	1 = First Questionnaire After Leaving High School (approximately 6 months later)	
	2T = Second Questionnaire to Those at School or in Training Program (9-12 months later)	
	2W = Second Questionnaire to Those at Work, in Military, Housewives, or Unemployed (9-12 months later)	
	3 = Third Questionnaire to All Graduates, Two Years After High School Graduation	
	4 = Fourth Questionnaire to All Graduates, Three Years After High School Graduation	
	5 = Fifth Questionnaire to All graduates, Four Years After High School Graduation	
II	Sample Letters	Section 2 - 1-11
III	Coding Instructions for Questionnaires	Section 2 - 12-27
	Business and Industry Classification Codes	Section 2 - 12
	Geographical Area Code	Section 2 - 12
	Examples of Geographic Location Areas	Section 2 - 12
	Job Group Classification Code	Section 2 - 13
	Occupational Code - Alphabetical Listing	Section 2 - 14-15
	Occupational Code - Numerical Listing	Section 2 - 16-17
	College Codes	Section 2 - 18
	College Majors	Section 2 - 19

Table of Contents - continued

		Page Numbers
III	Coding Instructions for Questionnaires - continued	
	High School Department and Course Codes	Section 2 - 20
	Degree or Certificate Codes	Section 2 - 21
	Military Specialty Codes	Section 2 - 21
	Geographical Areas - Military Duty	Section 2 - 21
	Comment Coding	Section 2 - 22
	Coding for Comments Regarding High School Courses	Section 2 - 22
	Coding for General Comments on Questionnaires	Section 2 - 23-24
	Social-Economic Rating Scale	Section 2 - 25-27

SECTION 1

I Objectives

II Organization of Follow-up

III Methodology

IV Analysis of Results

I. Objectives of Follow-Up Studies

A. The information gathered should give schools pertinent data about:

1. Post high school activities of graduates.

2. Reactions of graduates to counseling and guidance opportunities.

3. Reactions of graduates regarding educational opportunities in relation to their post high school activities.

4. Reactions of graduates regarding the entire school community and its influence on them while in high school and after leaving.

B. The information gathered should help teachers, counselors, and administrators identify needed innovations and modifications in curriculum and guidance.

II. Organization of the Follow-Up Study

A. Materials

1. All questionnaires (input) are constructed for flexible use by the participating school/district. While it is recommended that all questionnaires be used in order to obtain maximum benefits of the follow-up, schools may delete questionnaires, or specific questions within questionnaires, or may add questions using instructions contained in the Technical Manual. The model consists of a question bank of 112 questions, organized into seven questionnaire forms, a set of codes and punched card formats for conversion to machine-usable data, and computer programs for editing and compiling the data into approximately 1100 tables (tabulations or cross-tallies).

A school may choose to do a one year, two year, full five year or any combination of years follow-up desired. However, the comparisons wanted (input) must then be carefully screened and proper instructions given about the program/s to be used.

Questionnaires

0 = Statement of Intent (to be completed by the graduate in May or June just prior to graduation).

1 = To be mailed in November following graduation.

2T = To be mailed in February for students in school or a training program.

2W = To be mailed in February for students at work, in the military, housewives, or unemployed.

3 = Two years after graduation.

4 = Three years after graduation.

5 = Four years after graduation (may also be used for the fifth year after graduation).

(Note: Questionnaire formats are prepared, are printed in this Handbook and may be duplicated in the identical format if desired).

2. The computer program designed for the follow-up are compatible with the Honeywell 200 with 5 tape files, 32K core memory, card reader and printer, or an IBM 360/30 with 65K and 4 magnetic tape drive plus 2 disks, card reader and printer.

3. One of the major items of cost will be postage, stationery and questionnaire and letter duplicating services and other miscellaneous supplies. This cost may run from $.40 to $.60 per student for each questionnaire sent. Additional costs will be incurred with publishing interim and final reports of results. A representative cost for publishing 50 copies of a 110 page report range between $150.00 and $200.00.

B. Personnel Recommended for Follow-Up of 1500 or More Graduates

1. A full time Project Coordinator and a full time secretary are recommended for the time of the project. This recommendation is stressed because of demands of coordinating activities, analyzing results, writing reports, and reporting results to school and community groups. Additional clerical help by way of student clerks or volunteer parents or community workers can also be used for questionnaire preparation and mailing.

2. It is also recommended that a counselor or teacher from the school being studied be released to be the Project Coordinator as some acquaintance with those in the follow-up is helpful. A new counselor or teacher may be used each year; it may be desirable to spread this opportunity among several — not only would it afford more counselors and teachers the opportunity to participate in a new educational experience, but would give added validity to analysis of follow-up results.

3. When and where possible, personal interviews with graduates in various kinds of activities clarifies and supports questionnaire responses. This may be done by the Project Coordinator going to the graduate at his place of activity, or graduates meeting with the coordinator at mutually convenient times.

4. The Project Coordinator would be responsible for consulting with the Directors of Guidance and Curriculum, administrators, counselors and teachers within the school or schools involved; the Coordinator would also be responsible for making progress reports and recommendations throughout the program.

III. Methodology

Graduate Follow-Up - In order to receive a high percentage of voluntary response from the graduates, the following methods are suggested:

A. Visitation by the project coordinator to all graduating seniors. Careful explanation should be given regarding the background of the project, its purposes and values, the importance of the individual to the project and how imperative it is that he respond to all questionnaires.

B. Students then complete the first questionnaire, Statement of Intent so that vital statistical information might be obtained for future reference and comparison. Some of the information contained in the

Statement of Intent includes occupational goal, immediate plans after graduation, estimate of ability, course of study in high school, test information, G.P.A., college entrance test information and reaction to school services.

Along with the Statement of Intent participating students should be given a duplicated copy of the "Occupational Code" sheet for them to fill in an intended future occupational goal together with its code number.

1. Before sending out questionnaires, the student number should be placed in the top right hand space provided. As questionnaires are returned, a tally can be kept by student number. It is then easy to determine which unreturned questionnaires need further follow-up.

2. Office personnel will complete for each student the page entitled "For Counselor's Use Only" of the Statement of Intent. Students absent on the day information was gathered should be contacted as soon as possible to obtain the information; this can be done in groups, individually, or by phone. It is imperative that all information from all seniors be obtained before they leave high school.

   a. It should be noted that the 9th, 10th, 11th and 12th grade G.P.A.'s are not used on any tables for comparisons, but they are included for schools to use as they see fit; for example, if they wish to create "Expectancy Tables" they can quickly extract from the questionnaire the needed G.P.A. information by grade level.

   b. All tables indicating high school grade point average use the cumulative high school grade point as a base.

3. After questionnaires are received, office personnel will code them according to instructions in Section 2.III, Coding

Instructions for Questionnaires.

4. When duplicating questionnaires, ample space should be left for students to comment where "Comments" are included. All comments should be coded according to the "Comment Codes."

5. The various areas of the "Geographical Area Code" may be named or determined by the participating district. This could also apply to codes for colleges, junior colleges and subject areas; individual districts may determine the names applicable as long as additional digits are not added. Unused code numbers or digits may also be assigned a name as desired.

6. Sample question responses with code numbers follow:

1. If you are planning to go to school, please give the name of the school you plan to attend:

Univ. of Calif. Davis (02) — Home Economics (75)
(Name of School) (College Major)

2. At present my occupational/career goal is: Architect (040)

At present my occupational/career goal is: Housewife (909)

3. Which two high school courses have you found most helpful in your present activity? (1) English (19)

(2) Business (07)

4. In your estimation, what new courses or course revision should the school consider? Need for a speed reading course. (283)
Also, needed help with planning for a future career. (140)

C. Two questionnaires are to be sent throughout the first year, the first one to be sent in October or November; the second questionnaire is constructed to obtain information from the graduate according to his activity, i.e., in four year college, junior college or special training school, at work, housewife, or unemployed and may be sent in March or April. This questionnaire is sent in order to ascertain student activities and obtain reactions to high school curriculum and counseling services one year after graduation.

1. If graduate is traveling, in the service, or not at address listed on Statement of Intent, contact parents by phone requesting that they forward the questionnaire to them. This affords excellent opportunity to explain more about the project and gain parent support for the project. Also, valuable information may be obtained about the graduate (and should be made part of the follow-up material) in case the questionnaire is not returned.
2. The entire listing of 1 through 18 in "Activity" will show in comparison tables in the output, but responses will only be on those numbers used in Questionnaires 1 and 2.

D. After the initial year's intensive follow-up, one comprehensive questionnaire per year is to be sent to graduates of the schools involved in the study. There are some base questions which remain the same from year to year for comparative purposes.

1. For graduates who do not respond to Questionnaires 4 and 5, it should be determined from previous questionnaires if they completed training or college previous to Questionnaires 4 and 5; that information, plus high school and college G.P.A. and college major may be included by a punched card. This will help give a more complete analysis of college completion four and five years after high school.

E. Each questionnaire should include a carefully constructed letter to the graduates explaining again their importance to the success of the study. When statistics regarding activities of graduates are available from year to year, they should be included in the letter. These often act as an inducement for response. Sample letters are included, but it is recommended that each school construct its own letter adding any personalized information which will be appealing to graduates of that particular school.

F. Postage and clerical costs are one of the major items to be considered in a follow-up study. When possible, bulk mailing

should be used (if mailing is to be 200 pieces or over); this takes special handling and preparation, but the savings in postage can be a large item. It is advisable to use a "Return Requested" stamp so that unclaimed letters will be returned to the school which then pays the additional postage necessary for the service; however, when a letter is returned the post office department indicates on the letter a new address if one is listed with them.

Two envelopes per questionnaire are necessary: one addressed to the student, and one school-addressed, stamped return envelope.

If clerical assistance is difficult to obtain, student clerks can be used to prepare mailings; or some Business Departments in high schools welcome the opportunity to afford their students an actual office work experience addressing both envelopes and stamping the return one, numbering the questionnaires, folding, and fully preparing the questionnaire for mailing.

G. It might be well to remember that one time may be more appropriate than another to send questionnaires in order to obtain maximum response. For example, for graduates who are attending college, the end of the semester or quarter should be avoided. Also, if some graduates have not responded to the November questionnaire, Christmas Vacation may be an opportune time to contact them at home by phone; semester breaks and Easter Vacation are other possible personal contact times.

H. The major bulk of questionnaire returns will be received during the first three weeks after mailing. As returns begin to dwindle, immediate follow-up should begin. Follow-up of non-respondents can take the following steps (or in any order preferred by school):

1. Post card mailing reminding graduates that questionnaire was sent and urging immediate response, and/or a letter urging response with an enclosed questionnaire.

2. Telephone contact with either graduate or parents of graduate urging response. Additional questionnaires sent to those who no longer have the questionnaire. Supplemental information should be sought by phone from the graduates in the event that students still do not respond; try to obtain information regarding present activity, place of present activity, and any other pertinent portions of the questionnaire desired.

3. Personal contact with graduate at his home if this is plausible or possible. Personal contact may also be used with neighbors if envelope is returned indicating residents have moved and left no forwarding address. Neighbors often know where they have moved or are able to furnish other helpful information such as place of work or college attended by the former graduate.

4. Two of the best ways of locating graduates difficult to find are:

   a. Contact the close friend whose name should appear on the Statement of Intent. Phone contact brings the best results.

   b. At end of questionnaires, list names of graduates "Lost" and ask graduates' help in locating them. Also ask for present activity if known, or any other pertinent information.

5. Another method which may be used is to check the student's social security number with the Social Security Administration U.S. Government Health, Education and Welfare Department. While this method may take more time and effort than is available, it is one sure way of obtaining information about the few who cannot be traced by any other method. The social security number is asked for on the first questionnaire and each one thereafter in the event that

graduates had not obtained one previously.

6. When all of the above methods fail, the graduate may be considered "Lost" or "Activity Unknown." It is hoped that the steps taken will result in at least a 70% to 80% response. When all else fails a non-respondent list or "Lost" list could be given to the local credit bureau reporting service for a fee in order to obtain the latest addresses and activities of those who might be listed with them.

IV. Analysis of Results

A. Some of the statistics which the follow-up study can provide, and questions which can be answered:

1. How many students initially go to college after high school; how many drop college after one year, two or three years; how many return after having dropped; what are the activities of college dropouts who do not return?
2. How many students complete a two-year education at junior college or a four-year education at a state college, state university or at a private college or university? What kinds of majors do graduates choose?
3. How many graduates follow through with their original intent as to occupation?
4. How many students initially go to work, go into the service or special training schools after graduation? What kinds of jobs do they enter and how many times do they change jobs throughout a four year period?
5. How many graduates and dropouts were unemployed and for how long? What were the kinds of educational background of these unemployed former students?
6. How many girls married and remained as housewives in comparison to girls who married and went to work over the four year period?

7. How effective were the counseling services in relation to educational planning, occupational planning, and personal problems.

8. How effective was the overall curriculum in giving sufficient background for the activities of former students? What abilities and skills were needed that were not included in their schooling? What kinds of specific classes might the district consider for the future in preparing students for work, school, or marriage?

9. What kinds of vocational training did former students receive which has helped them, and what kind of courses should the district consider for the future?

10. In what ways might business and industry and the schools work cooperatively in planning and implementing the right kinds of vocational courses in the future?

The foregoing questions are only a sampling of a multitude of information available from the graduate follow-up study. Comparative data of all sorts could be derived depending upon the school/districts' desires. Examples of letters, questionnaires, coding instructions, and complete data processing programs and instructions are included.

SECTION 2

I Questionnaires To Be Used In Follow-Up

II Sample Letters

III Coding Instructions for Questionnaires

SECTION 2

I Questionnaires To Be Used in Follow-Up

STATEMENT OF INTENT

Student # _____

Male _____

Female _____

Date _____

Name of High School Attended _____

Graduate, Class of 19____

Marital Status:
____(1) Single
____(2) Married
____(3) Divorced or Separated

Name _____
(Last) (First) (Intial) (Girls, if married, write maiden name)

Temporary Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Telephone Number _____ Social Security Number _____

Name, Address, and Telephone Number of a Close Friend _____
(Name)

_____
(Number and Street) (City) (State) (Telephone Number)

Name, Address, Phone Number of a Relative Other than Parents _____
(Name)

_____
(Number and Street) (City) (State) (Telephone Number)

1. If you are planning to go on to school, please give the name of the school which you plan to attend:

   A. _____ B. _____
   (Name of School) (College Major)

2. At present, my occupational goal is (refer to Code Sheet):

   _____ _____
   (Code No.)

3. The course of study that I followed in high school was:

   (CHECK ONE ONLY)

   ____(1) Agriculture
   ____(2) Business
   ____(3) College Prep
   ____(4) General
   ____(5) Industrial Arts-Shop
   ____(6) Agriculture-Business
   ____(7) Agriculture-College Prep
   ____(8) Business-College Prep

4. I would estimate my ability as:

(CHECK ONE ONLY)

_____(1) Superior
_____(2) Above Average
_____(3) Average
_____(4) Below Average

5. My immediate plans after graduation are:

(CHECK ONE ONLY)

_____(1) Four-year State University
_____(2) Four-year State College
_____(3) Private College or University
_____(4) Junior College - Special non-degree
_____(5) Junior College - Two-year AA Degree program
_____(6) Junior College - Transfer program to four-year college
_____(7) Business College
_____(8) Beautician School or College
_____(9) Other Specialized Technical or Trade Schools
_____(10) Work
_____(11) Military Service
_____(12) Apprenticeship Training
_____(13) Housewife
_____(14) Volunteer Organization (Vista, etc.)
_____(15) Travel
_____(18) Other Activities (Name or explain): _____

_____

(If this refers to you)

6. Three years after High School, I think I will have completed:

(CHECK ONE ONLY)

_____(1) Junior College Special - Non-Degree Program (less than two years)
_____(2) Junior College Graduate (AA Degree)
_____(3) Junior College Transfer Program (to four-year college)
_____(4) Special Training Program
_____(5) Apprenticeship Training

7. Four years after high school, I anticipate:

(CHECK ONE ONLY)

_____(1) Being a college student
_____(2) Working full-time
_____(3) Being a housewife
_____(4) Being in the military service
_____(5) Traveling
_____(6) Belonging to a volunteer organization (Vista, Peace Corps, etc.)
_____(7) Other (please specify) _____

_____

(If this refers to you)

8. My further study or training is to be financed by: (IF MORE THAN ONE RESPONSE IS NECESSARY, INDICATE ONLY THE TOP THREE IN THE SPACES PROVIDED BY WRITING 1 AS TOP PRIORITY, 2 AS NEXT AND 3 AS THIRD PRIORITY)

_____(1) Own savings and/or money to be earned through summer work
_____(2) Parents or other relatives
_____(3) Scholarship
_____(4) Part-time work - during the school year
_____(5) Full-time work - during the school year
_____(6) Loan
_____(7) Govt., foundation, private industry or business grants or fellowships
_____(8) Other (please specify) _____

_____

(If this refers to you)

9. I am not planning further study or training because: (IF MORE THAN ONE RESPONSE IS NECESSARY, INDICATE ONLY THE TOP THREE IN THE SPACES PROVIDED BY WRITING 1 AS TOP PRIORITY, 2 AS NEXT AND 3 AS THIRD PRIORITY)

_____(1) Insufficient funds
_____(2) Not interested
_____(3) Not required in my chosen vocation
_____(4) Marriage or family needs
_____(5) Other (please specify)

10. Indicate how much the following people helped you in EDUCATIONAL PLANNING while you were in high school. (Check in proper column for each person listed)

EDUCATIONAL PLANNING HELP, such as: High School course planning, further training, future education, college entrance planning, etc.

	1. Quite a lot	2. Some	3. Not at all	4. None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman/Church Personnel				
(11) Other (name): _____				

Comments:

11. Indicate how much the following people helped you in OCCUPATIONAL PLANNING while you were in High School. (Check in proper column for each person listed)

OCCUPATIONAL PLANNING HELP, such as: Future career or occupational choice, occupational requirements, occupational opportunities, and local career or job outlook.

	1. Quite a lot	2. Some	3. Not at all	4. None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman/Church Personnel				
(11) Other (name): _____				

Comments:

12. Indicate how much the following people helped you while you were in High School with PERSONAL PROBLEMS. Check in proper column for each person listed.

	1. Quite a lot	2. Some	3. Not at all	4. None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman/Church Personnel				
(11) Other (name): _____				

Comments:

13. What is your father's occupation? _____

_____
Occupation Code No. (refer to code sheet)

14. What is your mother's occupation? _____

Occupation Code No. (refer to code sheet)

15. Circle the highest grade in school completed by your father:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 or Over

16. Circle the highest grade in school completed by your mother:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 or Over

17. Total number of people in your home _____ (total number)

_____(1) Number of parents or guardians
_____(2) Number of brothers, sisters, and other financially dependent people (Also include those living away from home)
_____(3) Other people living in home

F O R C O U N S E L O R ' S U S E O N L Y - To be attached to back of each STATEMENT OF INTENT

18. Cumulative Grade Point Average in High School:

____(1) 3.50 - 4.00	____(5) 1.50 - 1.99
____(2) 3.00 - 3.49	____(6) 1.00 - 1.49
____(3) 2.50 - 2.99	____(7) Below 1.00
____(4) 2.00 - 2.49	

19. Student Grade Point Averages for each class level:
(Optional - these are not included in the data processing system)

9th grade	10th grade	11th grade	12th grade
_____	_____	_____	_____

20. Aptitude Test Percentile: _____

21. Achievement Test Percentiles:

A. Reading_____

B. Mathematics_____

C. Composite_____

22. College Entrance Tests

ACT		CEEB	
A. _____	English	F. _____	Verbal
B. _____	Mathematics	G. _____	Mathematical
C. _____	Social Studies	H. _____	Total (Average)
D. _____	Natural Science		
E. _____	Composite		

QUESTIONNAIRE No. 1

Student # _____

Date _____ Male _____

Name of High School attended _____ Female _____

Graduate, Class of 19___

Name _____
(Last) (First) (Initial) (Girls, if married, write maiden name)

Temporary Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Phone Number _____ Social Security Number _____

Name, Address, and Telephone Number of a Close Friend: _____
(Name)

_____
(Number and Street) (City) (State) (Telephone Number)

Name, Address, and Phone Number of a Relative other than Parents: _____
(Name)

_____
(Number and Street) (City) (State) (Telephone Number)

1. Are you?(check one) ___(1)Single ___(2)Married ___(3)Divorced or Separated

2. A. What is your MAJOR activity this year: CHECK ONE ONLY

_____(1) Four-year State University
_____(2) Four-year State College
_____(3) Private College or University
_____(4) Junior College - Special non-degree
_____(5) Junior College - Two-year AA degree program
_____(6) Junior College - Transfer program to 4-year college
_____(7) Business College
_____(8) Beautician School or College
_____(9) Other Specialized Technical or Trade Schools
____(10) Work
_____(11) Military Service
_____(12) Apprenticeship Training
_____(13) Housewife
_____(14) Volunteer organization (Vista, etc.)
_____(15) Travel
_____(16) Unemployed, want work
_____(17) Unemployed, not seeking work
____(18) Other activities: (name or explain) _____

_____

2. B. If your major activity is school, are you working part-time?

_____(1) Yes _____(2) No

C. If your major activity is work, are you going to school part-time?

_____(1) Yes _____(2) No

3. If you have a job, please indicate what your job is. (Answer only if your major activity is work)

JOB TITLE	NATURE OF SERVICE OR WORK CONDUCTED BY COMPANY (Electronics, Public Utilities, Construction, Publishing, etc.)	LOCATION (City & State)

4. Is your work (1) permanent?_____ (2) temporary?_____ (3) part-time?_____

5. If your major activity is attending school, complete the following?

A. _____ B. _____
(Name of School) (Major)

_____
(City) (State)

6. Is what you are doing now what you thought you would be doing while in high school? (Please check the one statement which best applies to you)

_____(1) I had nothing very definite in mind while attending high school.
_____(2) I am not now doing anything similar to what I had in mind while in high school.
_____(3) I am doing something similar to what I had in mind while in high school.
_____(4) I am doing exactly or almost exactly what I had in mind while in high school.

Comments:

7. As a whole, how do you feel about your high school?
(Please check only one statement)

_____(1) Liked it very much
_____(2) Liked it pretty well
_____(3) Neither liked it nor disliked it
_____(4) Disliked it more than I liked it
_____(5) Disliked it very much

Comments:

8. In which one or more of the following basic communication skills do you feel you should have had more training? In which one or more do you feel your training was adequate?

	Needed More Training	Training Adequate
Grammar		
Punctuation		
Spelling		
Reading		
Speaking		
Note Taking		
Outline		
Composition		
Penmanship		
Other (name) _____		

Comments:

9. If you could have your choice in the matter, what kind of job or organization or situation would you like as your life work?

_____(1) What I am doing now
_____(2) Have my own business
_____(3) Have my own professional office
_____(4) Small business or office owned by someone else
_____(5) School or College
_____(6) Government bureau
_____(7) Military organization
_____(8) Large firm or corporation
_____(9) Hospital or other public health agency
_____(10) Homemaker
_____(11) Other_____

10. How long ago did you decide to enter a particular kind of work?

_____(1) Haven't yet decided
_____(2) Decided during my senior year in High School
_____(3) Decided early in High School
_____(4) Decided while in Junior High School
_____(5) Have known since Elementary School

Comments:

11. As far as you can estimate now, what yearly income do you expect you will have when you are 40 years old? (Assume that salaries will stay about as they are now)

_____(1) Less than $5,000
_____(2) $5,000 - $7,500
_____(3) $7,500 - $10,000
_____(4) $10,000 - $15,000
_____(5) $15,000 - $20,000
_____(6) $20,000 - $30,000
_____(7) Over $30,000
_____(8) Do not expect to be working

Comments:

12. Write the following on the spaces provided in the left hand column:

Number 1 for the one high school subject area which is most useful to you now.
Number 2 for the one high school subject area which is second most useful to you now.
Number 3 for the one high school subject area which is least useful to you now.

Then, on the lines following the three subject areas you have numbered, name the specific course.

SUBJECT AREAS	COURSES (Fill in the courses for just those departments you numbered in the left-hand column)
___(01) Agriculture	_____
___(04) Art	_____
___(07) Business	_____
___(14) Homemaking	_____
___(19) English	_____
___(31) Foreign Language	_____
___(37) Mathematics	_____
___(42) Science	_____
___(50) Physical Education-Girls	_____
___(51) Physical Education-Boys	_____
___(54) Social Studies	_____
___(69) Music	_____
___(73) Industrial Arts (Non-Vocational)	_____
___(79) Industrial Arts (Vocational)	_____
___(88) Other	_____

Comments:

13. How much has High School helped you in the following ways? (Please respond to each item by checking in proper column)

	(1) Very Helpful	(2) Helpful	(3) Little or No Help
1. Preparing for a job			
2. Preparing for future education			
3. Understanding your abilities			
4. Conducting your own affairs			
5. Using your spare time			
6. Thinking through your problems			
7. Understanding principles and practices of American form of government			
8. Understanding world conditions and problems			
9. Communicating with and speaking before groups of people			
10. Appreciating activities in fields of art, music and drama			
11. Developing study skills needed in college, such as taking notes, writing reports, term papers, etc.			

Comments:

14. Indicate how much the following people helped you in <u>educational planning</u> while you were in High School. (Check in proper column for each person listed)

<u>Educational Planning Help</u>, such as: High School course planning, further training, future education, college entrance planning, etc.

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

15. Indicate how much the following people helped you in <u>occupational planning</u> while you were in High School. (Check in proper column for each person listed)

<u>Occupational Planning Help</u>, such as: Future career or occupational choice, occupational requirements, occupational opportunities and local career or job outlook.

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

16. Indicate how much the following people helped you with personal problems while you were in high school. (Check in proper column for each person listed)

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman/Other Church Personnel				
(11) Other (name): _____				

Comments:

17. If you have further comments or suggestions for improving the school or school program, please feel free to make them. (Use the back of this paper, if necessary)

QUESTIONNAIRE No. 2T - For Those at School or Training Program

Student # _____

Date _____ Male _____

Name of High School Attended _____ Female _____

Graduate, Class of 19___

Name _____
(Last) (First) (Initial) (Girls, if married, write maiden name)

Temporary Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Phone Number _____ Social Security Number _____

Name, Address, and Telephone Number of a Close Friend: _____
(Name)

_____
(Number and Street) (City) (State) (Telephone Number)

Name, Address, and Phone Number of a Relative other than Parents: _____
(Name)

_____
(Number and Street) (City) (State) (Telephone Number)

1. Are you? (check one) ___(1)Single ___(2)Married ___(3)Divorced or Separated

2. Are you still attending a college or training program? ___Yes ___No

If not, why not? _____(1) Course completed
_____(2) Objective changed
_____(3) Course too difficult
_____(4) Course unsatisfactory
_____(5) Other (please state)_____

Comments:

3. Please check the appropriate training program in which you are enrolled:

_____(1) Four-year State University
_____(2) Four-year State College
_____(3) Private College or University
_____(4) Junior College - Special non-degree
_____(5) Junior College - Two year AA Degree Program
_____(6) Junior College - Transfer program to 4-year college
_____(7) Business College
_____(8) Beautician School or College
_____(9) Other Specialized Technical or Trade Schools
_____(11) Military Service
_____(12) Apprenticeship Training
_____(14) Volunteer organization (Vista, etc.)
_____(18) Other activities (name or explain):_____

_____

4. A. - Name of School or Training Institution _____

B. - Address _____
(City) (State)

C. - What is your major in school? _____

5. Are you continuing your occupational plans as stated in high school?

_____ Yes _____ No

6. Please state what your occupational goal is now _____

_____

7. Which two high school courses have you found most helpful in your college or training program?

A. _____ B. _____

8. Was there anything left out of your high school training that would have better prepared you for college or a training program? (If "yes", please explain what was left out of the training):

_____ Yes _____ No

Comments:

9. As you continue to plan for further training or schooling, to whom do you go for advice? (If more than one response is necessary, indicate only the top three in the spaces provided by writing 1 as top priority, 2 as next and 3 as third priority)

____(1) High School Counselor
____(2) High School Teacher
____(3) College Counselor
____(4) Friends
____(5) Brothers or Sisters
____(6) Mother
____(7) Father
____(8) Other Relatives
____(9) Previous or Present Employer
____(10) Clergyman/Church Personnel
____(11) College Teacher

10. What colleges, schools or training programs did you consider, in order of your preference? (Including apprenticeship programs, business schools, technical institutes or programs, universities, college, and junior college) Please write them in full.

	Name of School	Were you Accepted?	Were you Rejected?	Did not Apply
1st preference	_____	_____	_____	_____
2nd preference	_____	_____	_____	_____
3rd preference	_____	_____	_____	_____

11. Why did you want to go to the college or training program of your first choice? (Check the one statement which was the most important)

____(1) Inexpensive
____(2) Close to home
____(3) Parents or relatives went there
____(4) High academic standing
____(5) Well known school
____(6) Rich social life
____(7) Friends are going there
____(8) Size of school
____(9) Athletics
____(10) Particular programs offered
____(11) Away from home
____(12) Other (specify): _____

_____

Comments:

12. When did you make up your mind to go to college or a training program?

____(1) After leaving high school
____(2) During my senior year in high school
____(3) Before my senior year in high school
____(4) While in junior high school
____(5) Have known since elementary school
____(6) Don't know

13. If you are attending college, to how many colleges or training schools did you apply?

____(1) One
____(2) Two
____(3) Three
____(4) Four
____(5) Five
____(6) Six or more

14. If the college or training program you are attending was not your first choice, for which of the following reasons did you choose it?

(Please check the ONE statement which was MOST IMPORTANT):

____(1) Closer to home
____(2) Less Expensive
____(3) Parents wanted me to go
____(4) Easier to get into
____(5) Received a scholarship
____(6) Wanted to build up my grades
____(7) Friends are going there
____(8) Size of school
____(9) Athletics
____(10) Away from home
____(11) Other (name): _____

_____

15. If you compare the grades you received in college or a training program, which of the following statements apply?

____(1) College grades better than high school grades
____(2) College and high school grades about the same
____(3) High School grades better than college grades
____(4) Do not receive grades

16. What was your approximate grade point average during your first semester in college or training program? (A=4, B=3, C=2, D=1, F=0)

Between:
____(1) 3.5 - 4.0
____(2) 3.0 - 3.4
____(3) 2.5 - 2.9
____(4) 2.0 - 2.4
____(5) 1.5 - 1.9
____(6) 1.0 - 1.4
____(7) Below 1.0

17. If a grade point system was not used in your college or training program, please give an estimate of your scholastic achievement or progress:

____(1) Exceptional
____(2) Well above Average
____(3) Above Average
____(4) Average
____(5) Below Average
____(6) Well Below Average
____(7) Failed

18. A. Were there any courses that you failed? ____(1)Yes ____(2)No

If "yes", please name the course(s)_____

B. Indicate if the course(s) were in: ____(1) Lower Division or
____(2) Upper Division

19. If you failed or had difficulty with a subject, check the appropriate statements which seem to indicate best the reason for this. (If more than one response is necessary, indicate only the top three in the spaces provided by writing 1 as top priority, 2 as next and 3 as third priority)

____(1) Poor study habits
____(2) Not enough background in High School to meet the demands of College or training courses.
____(3) Lacked aptitude for subject
____(4) Lacked interest in the subject
____(5) Poor instruction by college or training school faculty
____(6) Personal or family problems
____(7) Outside job interfered
____(8) Lacked recommended prerequisites for course
____(9) Other (name):_____

_____

Comments:

20. A. Are you now on academic probation? ____(3) Yes ____(1) No

B. Have you ever been on academic probation while in college?

____(2) Yes ____(1) No

21. If you care to, feel free to comment regarding your college experiences in relation to high school preparation and help received, or any additional comments you wish to make.

QUESTIONNAIRE No. 2W - One Year after High School Graduation - Those at Work, Military, Unemployed, Housewife

Student # _____

Date _____

Male _____

Name of High School Attended _____

Female _____

Graduate, Class of 19_____

Name _____
(Last) (First) (Initial) (Girls, if married, write maiden name)

Temporary Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Phone Number _____ Social Security Number _____

Name, Address, and Telephone Number of a Close Friend: _____
(Name)

_____
(Number and Street) (City) (State) (Telephone Number)

Name, Address, and Phone Number of a Relative other than Parents: _____
(Name)

_____
(Number and Street) (City) (State) (Telephone Number)

1. Are you? (check one): ___(1) Single ___(2) Married ___(3) Divorced or Separated

2. What is your present major activity?

____(10) Work
____(11) Military Service
____(13) Housewife
____(15) Travel
____(16) Unemployed, want work
____(17) Unemployed, not seeking work
____(18) Other (explain)_____

3. Are you continuing your occupational plans as stated in high school?

____(1) Yes ____(2) No

4. Please state what your occupational goal is now (Housewife is considered an occupational goal)

5. Which two High School courses have you found most helpful in your present activity?

A. _____ B. _____

6. Was there anything left out of your high school training that would have better prepared you for what you are doing now? (If "yes", please explain what was left out of the training):

____(1) Yes ____(2) No

Comments:

7. As you continue to plan for your future, to whom do you go for advice? (If more than one response is necessary, indicate only the top three in the spaces provided by writing 1 as top priority, 2 as next and 3 as third priority)

____(1) High School Counselor
____(2) High School Teacher
____(3) High School Dean
____(4) Friends
____(5) Brothers or Sisters
____(6) Mother
____(7) Father
____(8) Other Relatives
____(9) Previous or Present Employer
____(10) Clergyman/Church Personnel
____(11) Other (name) _____

_____

8. Feel free to comment about your present experiences in relation to high school preparation and help received, or any additional comments you wish to make.

*****PLEASE COMPLETE THE SECTION BELOW WHICH APPLIES TO YOU AND YOUR PRESENT ACTIVITY*****

A. SECTION FOR THOSE UNEMPLOYED

1. Have you had any employment since leaving school?

_____(1) Yes _____(2) No _____(3) Summer only

2. Have you tried to find employment? _____(1) Yes _____(2) No

3. How many places did you apply for work?

Circle one: 1 2 3 4 5 Over 5

4. What type of work were you seeking or what specific job?

_____

5. Indicate below reasons given to you for not getting job/s for which you applied: (If more than one response is necessary, indicate only the top three in the spaces provided by writing 1 as top priority, 2 as next, and 3 as third priority)

_____(1) Lack of experience
_____(2) Lack of skill
_____(3) Lack of additional education
_____(4) Application incomplete or inadequate
_____(5) Age
_____(6) Job already filled
_____(7) Reasons not given
_____(8) Other: _____

_____

6. Other than your own efforts, what help did you use in seeking your job: (If more than one response applies, indicate only the top three in the spaces provided by writing 1 as top priority, 2 as next, and 3 as third priority)

_____(1) High School Counselor
_____(2) High School Teacher
_____(3) Newspaper want ad
_____(4) Private employment agency
_____(5) State Dept. of Education
_____(6) Friend's help
_____(7) Relative's help
_____(8) Parent's help

7. In applying for your job:

	(1)Yes	(2)No	(3)Don't Know
A. Were you required to be a High School graduate?			
B. Were you asked for the name of your High School?			
C. Did the employer ask for proof of High School graduation?			
D. Were you asked about your grades or academic standing?			
E. Did they ask about your High School attendance record?			

8. If this question applies to you, for what reason are you unemployed and not seeking work? (Check ONE only)

____(1) Traveling
____(2) Personal illness
____(3) Needed at home
____(4) Awaiting start of school
____(5) Awaiting state of military service
____(6) Awaiting marriage
____(7) Other _____

_____

9. Comments: (Use back of sheet if necessary)

B. FOR THOSE EMPLOYED (including housewives employed)

1. Please indicate what your job is:

JOB TITLE	NATURE OR SERVICE OR WORK CONDUCTED BY COMPANY (Electronics, Public Utilities, Construction, Publishing, etc.)	LOCATION (City & State)

2. Is this the first job you have had since High School graduation?

_____(1) Yes _____(2) No

3. If you were on work experience in your senior year, is this the same employer?

_____(1) Yes _____(2) No

4. How do you feel about your present job?

_____(1) Satisfied - do not expect to change job
_____(2) Satisfied, but expect to change job
_____(3) Not satisfied, but do not expect to change job
_____(4) Not satisfied and expect to change job
_____(5) Other (explain): _____

5. How long did it take you to find this job?

_____(1) 0-1 month _____(3) 2-3 months _____(5) 4-5 months
_____(2) 1-2 months _____(4) 3-4 months _____(6) over 5 months

6. How long have you had this job?

_____(1) 0-1 month _____(3) 2-3 months _____(5) 4-5 months
_____(2) 1-2 months _____(4) 3-4 months _____(6) over 5 months

7. To how many places did you apply before obtaining this job?

Circle one: 1 2 3 4 5 Over 5

8. Other than your own efforts, what help did you use in obtaining your job? (If more than one response applies, indicate only the top three in the spaces provided by writing 1 as top priority, 2 as next, and 3 as third priority)

_____(1) High School counselor _____(5) State Dept. of Employment
_____(2) High School teacher _____(6) Friend's help
_____(3) Newspaper want ad _____(7) Relative's help
_____(4) Private employment agency _____(8) Parents' help

9. In applying for your job:

	(1)Yes	(2)No	(3)Don't Know
A. Were you required to be a High School graduate?			
B. Were you asked for the name of your High School?			
C. Did the employer ask for proof of High School graduation?			
D. Were you asked about your grades or academic standing?			
E. Did they ask about your High School attendance record?			

10. Comments: (use back of sheet, if necessary)

NOTE: If you are an employed housewife, please complete the following Section C

C. HOUSEWIVES AND HOUSEWIVES EMPLOYED

1. What was the date of your marriage? _____ (month) _____ (year)

2. List the HOMEMAKING courses you took while in High School. List under the proper column as to how valuable they are to you now.

(1) Very Valuable (2) Of Some Value (3) No Value at All

3. What courses do you now wish you had taken?

4. If you have further suggestions for the High School or comments about your experiences there, please express them here:

D. FOR THOSE IN THE MILITARY SERVICE

1. Branch of service:
   ____(1) Army
   ____(2) Navy
   ____(3) Air Force
   ____(4) Marine Corps
   ____(5) Coast Guard

2. Where have you spent the major portion of your military duty?

   A.

   B.

3. For what were you trained in the military service, or what is your specialty?

   _____

4. A. Which applies to you?
   ____(1) Enlisted
   ____(2) Was Drafted
   ____(3) Volunteered for draft

   B. Your period of service is to be:
   ____(1) Temporary Career
   ____(2) Permanent Career

5. Plans after discharge: (If military service is temporary career)

   ____(1) Work full time
   ____(2) School full time
   ____(3) School part time and Work part time

6. A. After discharge (if military is temporary career), will you be able to apply the training you have received in the service to either work or school?

   ____(1) Yes ____(2) No

   B. After discharge (if military is temporary career), will it be necessary or do you plan to obtain new or additional training or skills?

   ____(1) Yes ____(2) No

7. If you are planning on going to school, which program do you plan to follow:

   ____(1) Four year State University
   ____(2) Four year State College
   ____(3) Four year Private College or University
   ____(4) Junior College Terminal Program (Special non-Degree Program)
   ____(5) Junior College Two year AA Degree Program
   ____(6) Junior College Transfer Program to 4 year College
   ____(7) Business College or School
   ____(9) Specialized, Technical or Trade School
   ____(12) Apprenticeship

8. Comments:

Student # _____

Date _____

Male _____

Name of High School Attended _____

Female _____

Graduate, Class of 19___

Name _____
(Last) (First) (Initial) (Girls, if married, write maiden name)

Temporary Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Phone Number _____ Social Security Number _____

Name, Address, and Telephone Number of a Close Friend: _____
(Name)

_____
(Number and Street) (City) (State) (Telephone Number)

Name, Address, and Phone Number of a Relative other than Parents: _____
(Name)

_____
(Number and Street) (City) (State) (Telephone Number)

1. Are you? (check one) ___(1)Single ___(2)Married ___(3)Divorced or Separated

2. A. What is your MAJOR activity this year: CHECK ONE ONLY

_____(1) Four-year State University
_____(2) Four-year State College
_____(3) Private College or University
_____(4) Junior College - Special non-degree
_____(5) Junior College - Two-year A' degree program
_____(6) Junior College - Transfer p.[illegible]ram to 4-year college
_____(7) Business College
_____(8) Beautician School or College
_____(9) Other Specialized Technical or Trade Schools
_____(10) Work
_____(11) Military Service
_____(12) Apprenticeship Training
_____(13) Housewife
_____(14) Volunteer organization (Vista, etc.)
_____(15) Travel
_____(16) Unemployed, want work
_____(17) Unemployed, not seeking work
_____(18) Other activities: (name or explain) _____

2. B. If your major activity is school, are you working part-time?

_____(1) Yes _____(2) No

C. If your major activity is work, are you going to school part-time?

_____(1) Yes _____(2) No

3. If you have a job, please indicate what your job is: (Answer only if your major activity is work)

JOB TITLE	NATURE OF SERVICE OR WORK CONDUCTED BY COMPANY (Electronics, Public Utilities, Construction, Publishing, etc.)	LOCATION City & State	NO. MONTHS ON JOB

4. How many jobs have you had since leaving high school? (Do not include summer jobs or part-time jobs if SCHOOL is your major activity)

Circle One: 1 2 3 4 5 or more

5. What is your present occupational/career goal?

6. If you participated in any of the following High School extra-curricular activities, please indicate the degree of influence each had or has had by numbering 1 as Great Influence, 2 as Some Influence, and 3 as No Influence (regarding the five categories across the top.) (Respond only to those activities in which you participated)

	Occupational Choice	College Major	Speaking Abilities	Leadership Abilities	Success in School
A. Student Government					
B. Social Clubs					
C. Athletics					
D. Music, Drama, Dance or Art					
E. School publications					
F. Literary or language clubs					
G. Science or nature clubs					
H. Pre-occupational clubs					
I. Service clubs					
J. Other_____					

Comments:

7. If your major activity is attending school, please complete the following:

A. Name of school _____ _____ _____
City State

B. What is your major in school? _____

8. If you have completed, or will complete one of the following programs by June of this school year, please fill out the following information:

A. PROGRAM	(B.) Date Completed	(C.) College Major, or Kind of Training	(D.) If Degree or Certificate Earned, Name Kind
JUNIOR COLLEGE			
(4) Special Training Program - Non-Degree			
(5) Terminal Program - AA Degree			
(6) Transfer Program to 4-year College			
FOUR-YEAR COLLEGE			
(1) State University			
(2) State College			
(3) Private College or University			
OTHER SCHOOLS			
(7) Business School			
(8) Beautician School			
(9) Technical School or Special Training			
(11) Specialized Military Training Program			
(12) Apprenticeship Program			
(18) Other (name): _____			

Comments:

9. Have you ever left college or a training program before completing it? (Check ONE only)

A. _____(1) Never left
_____(2) Left, returned and completed program
_____(3) Left, returned and am in school now
_____(4) Left, returned, but am not in school now
_____(5) Left and never returned

Comments:

9. B. Check the one appropriate statement below which seems to indicate the best reason for having left college.

_____(1) Financial
_____(2) Marriage
_____(3) Poor study habits
_____(4) Wanted to work
_____(5) No definite goal in mind
_____(6) Low grades
_____(7) Health reasons
_____(8) Lack of interest at this time
_____(9) Military
_____(10) Other (explain): _____

_____

Comments:

10. A. If you are or have been in the military service, and have learned any special skills, in what type civilian job might they be used? (Such as Machinist, X-ray Technician, Mechanic, etc.)

_____

B. Comment, if you care to, on your reactions to and experience in the military:

11. Reflecting back on your high school education, which two courses seem to be most beneficial and useful to you now? (Everyone please answer):

A. _____

B. _____

12. In your estimation, what new courses or course revision should the schools consider?

_____

_____

13. Indicate how much the following people helped you in educational planning while you were in high school. (Check in proper column for each person listed)

Educational Planning Help, such as: High School course planning, further training, future education, college entrance planning, etc.

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

14. Indicate how much the following people helped you in occupational planning while you were in High School. (Check in proper column for each person listed)

Occupational Planning Help, such as: Future career or occupational choice, occupational requirements, occupational opportunities and local career or job outlook.

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

15. Indicate how much the following people helped you with personal problems while you were in high school. (Check in proper column for each person listed)

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

16. If you compare the grades you received in college or a training program, which of the following statements apply?

_____(1) College grades better than high school grades
_____(2) College and high school grades about the same
_____(3) High School grades better than college grades
_____(4) Do not receive grades

Comments:

17. What was your approximate grade point average during your first semester in college or training program? (A=4, B=3, C=2, D=1, F=0)

Between:
_____(1) 3.5 - 4.0
_____(2) 3.0 - 3.4
_____(3) 2.5 - 2.9
_____(4) 2.0 - 2.4
_____(5) 1.5 - 1.9
_____(6) 1.0 - 1.4
_____(7) Below 1.0

18. If a grade point system was not used in your college or training program, please give an estimate of your scholastic achievement or progress:

_____(1) Exceptional
_____(2) Well Above Average
_____(3) Above Average
_____(4) Average
_____(5) Below Average
_____(6) Well Below Average
_____(7) Failed

19. As far as you can estimate now, what yearly income do you expect you will have when you are 40 years old? (Assume that salaries will stay about as they are now)

_____(1) Less than $5,000
_____(2) $5,000 - $7,500
_____(3) $7,500 - $10,000
_____(4) $10,000 - $15,000
_____(5) $15,000 - $20,000
_____(6) $20,000 - $30,000
_____(7) Over $30,000
_____(8) Do not expect to be working

20. If you have any comments about helpful high school experiences, or any suggestion for improving <u>any part</u> of the school program, please state them here.

21. Please summarize your major experiences this past year: (Use back of page if necessary)

QUESTIONNAIRE No. 4 - Three Years after High School Graduation

Student # _____

Date _____ Male _____

Name of High School Attended _____ Female _____

Graduate, Class of 19___

Name _____
(Last) (First (Initial) (Girls, if married, write maiden name)

Temporary Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Phone Number _____ Social Security Number _____

Name, Address, and Telephone Number of a Close Friend: _____
(Name)

_____
(Number and Street) (City) (State) (Telephone Number)

Name, Address and Phone Number of a Relative other than Parents: _____
(Name)

_____
(Number and Street) (City) (State) (Telephone Number)

1. Are you? (check one) ___(1)Single ___(2)Married ___(3)Divorced or Separated

2. A. What is your MAJOR activity this year: CHECK ONE ONLY

____(1) Four-year State University
____(2) Four-year State College
____(3) Private College or University
____(4) Junior College - Special non-degree
____(5) Junior College - Two-year AA degree program
____(6) Junior College - Transfer program to 4-year college
____(7) Business College
____(8) Beautician School or College
____(9) Other Specialized Technical or Trade Schools
____(10) Work
____(11) Military Service
____(12) Apprenticeship Training
____(13) Housewife
____(14) Volunteer organization (Vista, etc.)
____(15) Travel
____(16) Unemployed, want work
____(17) Unemployed, not seeking work
____(18) Other activities: (name or explain) _____

2. B. If your major activity is school, are you working part-time?

_____(1) Yes _____(2) No

C. If your major activity is work, are you going to school part-time?

_____(1) Yes _____(2) No

3. How many jobs have you had since leaving high school? (Please circle the number - do not include summer jobs)

Circle one: 1 2 3 4 5 or over

4. If work is your major activity, list the jobs you have had since high school graduation, listing your present job first: (Continue on back of sheet if necessary)

JOB TITLE	NATURE OF SERVICE OR WORK CONDUCTED BY COMPANY (Electronics, Public Utilities, Construction, Publishing, etc.)	LOCATION City & State	NO. MONTHS ON JOB
(1)			
(2)			
(3)			
(4)			

5. How do you feel now regarding the decision you made in high school concerning an occupational goal?

_____(1) Satisfied _____(2) Dissatisfied _____(3) Entirely changed my plans made in high school

Comments:

6. What is your present occupational goal? (Every one please answer):

_____

7. If your major activity is attending school, please complete the following:

A. Name of school _____ _____ _____
City State

B. What is your major in school? _____

7. C. Have you been admitted to or are now attending graduate school?

_____(1) Yes _____(2) No

8. If you have completed, or will complete one of the following programs by June of this year, please fill out the following information:

A. PROGRAM	(B.) Date Completed	(C.) College Major, or Kind of Training	(D.) If Degree or Certificate Earned, Name Kind
JUNIOR COLLEGE			
(4) Special Training Program - Non-Degree			
(5) Terminal Program - AA Degree			
(6) Transfer Program to 4-year College			
FOUR-YEAR COLLEGE			
(1) State University			
(2) State College			
(3) Private College or University			
OTHER SCHOOLS			
(7) Business School			
(8) Beautician School			
(9) Technical School or Special Training			
(11) Specialized Military Training Program			
(12) Apprenticeship Program			
(18) Other (name): _____			

Comments:

9. List the two High School courses which seem to have contributed the most to you in your occupational-educational activities and to you personally:

A. _____

B. _____

Comments:

10. List two High School courses that you did not take that you think would have been useful to you since leaving High School:

A. _____

B. _____

Comments:

11. List suggestions for new courses or revision of existing courses which you feel might have helped you:

_____

_____

_____

Comments:

12. Indicate how much the following people helped you in Educational Planning while you were in high school. (Check in proper column for each person listed)

Educational Planning Help, such as: High School course planning, further training, future education, college entrance planning, etc.

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

13. Indicate how much the following people helped you in occupational planning while you were in High School. (Check in proper column for each person listed)

Occupational Planning Help, such as: Future career or occupational choice, occupational requirements, occupational opportunities and local career or job outlook.

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

14. Indicate how much the following people helped you with personal problems while you were in high school. (Check in proper column for each person listed)

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

15. If you have attended college since graduation, please state the number of years completed in each type of college by June of this year. (One year is equivalent to 30 semester or 45 quarter units)

A. Junior College

_____(1) ½ year
_____(2) 1 year
_____(3) 1½ years
_____(4) 2 years
_____(5) Over 2 Years

B. Four-Year College

_____(1) ½ year
_____(2) 1 year
_____(3) 1½ years
_____(4) 2 years
_____(5) 2½ years
_____(6) 3 years
_____(7) 3½ years
_____(8) 4 years
_____(9) More than 4 years

Comments:

16. What was your approximate overall grade point average in college or training program? (A=4, B=3, C=2, D=1, F=0)

Between:
_____(1) 3.5 - 4.0
_____(2) 3.0 - 3.4
_____(3) 2.5 - 2.9
_____(4) 2.0 - 2.4
_____(5) 1.5 - 1.9
_____(6) 1.0 - 1.4
_____(7) Below 1.0

17. If a grade point system was not used in your college or training program, please give an estimate of your scholastic achievement or progress:

_____(1) Exceptional
_____(2) Well above Average
_____(3) Above Average
_____(4) Average
_____(5) Below Average
_____(6) Well Below Average
_____(7) Failed

18. Is what you are doing now what you thought you would be doing while in High School? (Please check the one statement which best applies to you).

_____(1) I had nothing very definite in mind while attending High School.
_____(2) I am not doing anything similar to what I had in mind while in High School.
_____(3) I am doing something similar to what I had in mind while in High School.
_____(4) I am doing exactly or almost exactly what I had in mind while in High School.

Comments:

19. Have you ever left college or a training program before completing it? (Check one only)

A. _____(1) Never left
_____(2) Left, returned and completed program
_____(3) Left, returned and am in school now
_____(4) Left, returned, but not in school now
_____(5) Left and never returned

Comments:

B. Check the one appropriate statement below which seems to indicate the best reason for having left college.

_____(1) Financial
_____(2) Marriage
_____(3) Poor study habits
_____(4) Wanted to work
_____(5) No definite goal in mind
_____(6) Low grades
_____(7) Health reasons
_____(8) Lack of interest at this time
_____(9) Military
_____(10) Other (explain): _____

_____

Comments:

20. A. Are you now on academic probation? _____(1) Yes _____(2) No

B. Have you ever been on academic probation while in college?

_____(1) Yes _____(2) No

21. If you are or have been in the military service, please complete the following:

Which branch of service? _____(1) Army _____(4) Marine Corps
_____(2) Navy _____(5) Coast Guard
_____(3) Air Force

22. Where have you spent the major portion of your military duty?

A. _____

B. _____

23. For what were you trained in the military service, or what is your speciality?

_____

24. A. Which applies to you?
_____(1) Enlisted
_____(2) Was Drafted
_____(3) Volunteered for draft

B. Your period of service is to be:
_____(1) Temporary Career
_____(2) Permanent Career

25. If military service is temporary career, what are your plans after discharge?

_____(1) Work full time
_____(2) School full time
_____(3) School part time and work part time

26. After discharge (if military is temporary career), will you be able to apply the training you have received in the service to either work or school?

_____(1) Yes _____(2) No

27. After discharge (if military is termporary career), will it be necessary or do you plan to obtain a new or additional training or skills?

_____(1) Yes _____(2) No

28. If you are planning on going to school, which program to you plan to follow:

_____(1) Four-year State University
_____(2) Four-year State College
_____(3) Four-year Private College or University
_____(4) Junior College Terminal Program (Special non-degree program)
_____(5) Junior College Two year AA Degree Program
_____(6) Junior College Transfer Program to 4 year College
_____(7) Business College or School
_____(9) Specialized, Technical or Trade School
_____(12) Apprenticeship

Comments:

QUEATIONNAIRE No. 4

29. Please briefly summarize your major experiences this past year: (Your reaction toward school, work, unemployment, military service, travel, or whatever your activities were; if you left school, reasons why and what activities followed; your reactions toward the kind of job or jobs you have had, etc.)

30. If you have any comments about helpful High School experiences, or any suggestions for improving any part of the school program, please state them here.

Student # _____

Date _____ Male _____

Name of High School Attended _____ Female _____

Graduate, Class of 19___

Name _____
(Last) (First) (Initial) (Girls, if married, write maiden name)

Temporary Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Phone Number _____ Social Security Number _____

Name, Address, and Telephone Number of a Close Friend: _____
(Name)

_____
(Number and Street) (City) (State) (Telephone Number)

Name, Address, and Phone Number of a Relative other than Parents: _____
(Name)

_____
(Number and Street) (City) (State) (Telephone Number)

1. Are you? (Check one) ___(1)Single ___(2)Married ___(3) Divorced or Separated

2. A. What is your MAJOR activity this year: CHECK ONE ONLY

_____(1) Four-year State University
_____(2) Four-year State College
_____(3) Private College or University
_____(4) Junior College - Special non-degree
_____(5) Junior College - Two-year AA degree program
_____(6) Junior College - Transfer program to 4-year college
_____(7) Business College
_____(8) Beautician School or College
_____(9) Other Specialized Technical or Trade Schools
_____(10) Work
_____(11) Military Service
_____(12) Apprenticeship Training
_____(13) Housewife
_____(14) Volunteer organization (Vista, etc.)
_____(15) Travel
_____(16) Unemployed, want work
_____(17) Unemployed, not seeking work
_____(18) Other activities: (name or explain) _____

2. B. If your major activity is school, are you working part-time?

_____(1) Yes _____(2) No

C. If your major activity is work, are you going to school part-time?

_____(3) Yes _____(4) No

3. How many jobs have you had since leaving high school? (Do not include summer jobs)

Number of jobs _____

4. List the last four jobs you have had since high school graduation, listing your present job first. (Do not include summer or part-time jobs and do not answer if your major activity is school).

JOB TITLE	NATURE OF SERVICE OR WORK CONDUCTED BY COMPANY (Electronics, Public Utilities, Construction, Publishing, etc.)	LOCATION City & State	NO. MONTHS ON JOB
1.			
2.			
3.			
4.			

5. A. What is your present occupational/career goal? (PLEASE ANSWER)

_____

B. If you are not now working toward it, or if you have not attained the occupational goal you set for yourself while in high school, what are the reasons as you see them? (You may check as many as three)

_____(0) Have attained a similar goal
_____(1) Too much training or schooling necessary to attain goal
_____(2) Unable to continue toward goal due to finances
_____(3) Marriage
_____(4) Goal unrealistic or not suited to my abilities/aptitudes
_____(5) Goal not challenging enough
_____(6) Wasn't sure of goal in high school
_____(7) Acquired new interest
_____(8) Economic demand for the occupation has fallen since high school

C. As well as you can determine, how many times have you changed occupational goals since high school graduation?

_____(1) Once _____(3) Three Times _____(5) Five Times or More
_____(2) Twice _____(4) Four Times

6. If you have attended a junior college or four-year college since high school graduation, how many times did you change your college major?

_____(1) Have not changed since high school
_____(2) Once
_____(3) Twice
_____(4) Three Times
_____(5) Four Times or More

7. If your major activity is attending college or a special training program, please complete the following:

A. Name of school _____ _____ _____
(City) (State)

B. What is your major in school? _____

8. If you have completed, or will complete one of the following programs by June of this school year, please fill out the following information:

A. Program	B. Date Completed	C. College Major, or Kind of Training	D. If Degree or Certificate Earned, Name Kind
JUNIOR COLLEGE			
(4) Special Training Program - Non-degree			
(5) Terminal Program - AA Degree			
(6) Transfer Program to 4-year College			
FOUR-YEAR COLLEGE			
(1) State University			
(2) State College			
(3) Private College or University			
OTHER SCHOOLS			
(7) Business School			
(8) Beautician School			
(9) Technical School or Special Training			
(11) Specialized Military Training Program			
(12) Apprenticeship Program			
(18) Other (name): _____			

Comments:

9. If you have attended college since graduation, please state the number of years completed in each type of college by June of this year. (One year is equivalent to 30 semester or 45 quarter units)

A. Junior College

____(1) ½ year
____(2) 1 year
____(3) 1½ years
____(4) 2 years
____(5) Over 2 years

B. Four-Year College

____(1) ½ year
____(2) 1 year
____(3) 1½ years
____(4) 2 years
____(5) 2½ years
____(6) 3 years
____(7) 3½ years
____(8) 4 years
____(9) 4½ years
____(10) 5 years

Comments:

10. If you plan to complete additional or new educational or training programs in the near future, please indicate when and in what field or area:

A. Kind of Training or College Major _____

B. Certificate or Degree expect to earn _____

C. When expect to complete _____
(month) (year)

D. Have you been admitted or are you now attending graduate school?

____(1) Yes ____(2) No

Comments:

11. If you compare the grades you received in college or a training program (if applicable), which of the following statements apply?

____(1) College grades better than high school grades
____(2) College and high school grades about the same
____(3) High school grades better than college grades
____(4) Do not receive grades in college

Comments:

12. What was (or is) your approximate cumulative grade point average during your college or training program? (A=4, B=3, C=2, D=1, F=0)

Between:
_____(1) 3.5 - 4.0
_____(2) 3.0 - 3.4
_____(3) 2.5 - 2.9
_____(4) 2.0 - 2.4
_____(5) 1.5 - 1.9
_____(6) 1.0 - 1.4
_____(7) Below 1.0

13. If a grade point system was not used in your college or training program, please give an estimate of your scholastic achievement or progress:

_____(1) Exceptional
_____(2) Well above average
_____(3) Above average
_____(4) Average
_____(5) Below average
_____(6) Well below average
_____(7) Failed

14. Have you ever left college or a training program before completing it? (Check ONE only)

_____(1) Never left
_____(2) Left, returned and completed program
_____(3) Left, returned and am in school now
_____(4) Left, returned, but not in school now
_____(5) Left and never returned

Comments:

15. Check the <u>one appropriate statement</u> below which seems to indicate the <u>best reason</u> for having left college:

_____(1) Financial
_____(2) Marriage
_____(3) Poor study habits
_____(4) Wanted to work
_____(5) No definite goal in mind
_____(6) Low grades
_____(7) Health reasons
_____(8) Lack of interest at this time
_____(9) Military
____(10) Other (explain): _____

_____

Comments:

16. Is what you are doing now what you thought you would be doing while in high school? (Please check the one statement which best applies to you).

_____(1) I had nothing very definite in mind while attending high school.
_____(2) I am not now doing anything similar to what I had in mind while in high school
_____(3) I am doing something similar to what I had in mind while in high school.
_____(4) I am doing exactly or almost exactly what I had in mind while in high school.

Comments:

17. While in High School, in which of the following basic communication skills do you feel you should have had more training? (Check in proper column for each one listed)

	(1.) Needed More Training	(2.) Training Adequate
A. Grammar		
B. Punctuation		
C. Spelling		
D. Reading		
E. Speaking		
F. Note Taking		
G. Outline		
H. Composition		
I. Penmanship		
J. Other (name) _____		

18. If you could have your choice in the matter, what kind of job or organization or situation would you like as your life work?

_____(1) What I am doing now
_____(2) Have my own business
_____(3) Have my own professional office
_____(4) Small business or office owned by someone else
_____(5) School or college
_____(6) Government bureau
_____(7) Military organization
_____(8) Large firm or corporation
_____(9) Hospital or other public health agency
_____(10) Homemaker
_____(11) Other _____

19. Indicate how much the following people helped you in <u>educational planning</u> while you were in high school. (Check in proper column for each person listed)

<u>Educational Planning Help</u>, such as: High School course planning, further training, future education, college entrance planning, etc.

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

20. Indicate how much the following people helped you in <u>occupational planning</u> while you were in high school. (Check in proper column for each person listed)

<u>Occupational Planning Help</u>, such as: Future career or occupational choice, occupational requirements, occupational opportunities and local career or job outlook.

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

21. Indicate how much the following people helped you with personal problems while you were in high school. (Check in proper column for each person listed)

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman/Other Church Personnel				
(11) Other (name): _____				

Comments:

22. For the courses you have taken, write the following on the spaces provided in the left-hand column:

Number 1 for the one high school area which is most useful to you now.
Number 2 for the one high school area which is second most useful to you now.
Number 3 for the one high school area which is least useful to you now.

Then, on the lines following the three subject areas you have numbered, write the names of the specific courses.

Subject Areas	Courses (Fill in the courses for just those departments you numbered in the left-hand column)
____(01) Agriculture	_____
____(04) Art	_____
____(07) Business	_____
____(14) Homemaking	_____
____(19) English	_____
____(31) Foreign Language	_____
____(37) Mathematics	_____
____(42) Science	_____
____(50) Physical Education-Girls	_____
____(51) Physical Education-Boys	_____
____(54) Social Studies	_____
____(69) Music	_____
____(73) Industrial Arts (Non-Vocational)	_____
____(79) Industrial Arts (Vocational)	_____
____(88) Other	_____

Comments: (Use back of the page if necessary)

23. List two high school courses that you did not take that you think would have been useful to you since leaving high school:

A. _____

B. _____

Comments:

24. List suggestions for new courses or revision of existing courses which you feel might have helped you:

Comments:

25. As far as you can estimate now, what yearly income do you expect you will have when you are 40 years old? (Assume that salaries will stay about as they are now)

_____(1) Less than $5,000
_____(2) $5,000 - $7,000
_____(3) $7,500 - $10,000
_____(4) $10,000 - $15,000
_____(5) $15,000 - $20,000
_____(6) $20,000 - $30,000
_____(7) Over $30,000
_____(8) Do not expect to be working

26. If you attended college, school, or a special training program, please indicate how it was financed. Use approximate percent (%) in each category which applies to you, so that the total is 100%.

Percent

_____(A.) Own savings and/or money earned through summer work
_____(B.) Parents or other relatives
_____(C.) Scholarship
_____(D.) Work during the school year
_____(E.) Loan
_____(F.) Government, foundation, private industry or business grants or fellowships
_____(G.) Other (Please specify) _____
100%

27. Please briefly summarize your major experiences since high school graduation. (Your reaction toward school, work, unemployment, military, travel, or whatever your activities were; if you left school, reasons why and what activities followed; your reactions toward the kind of job or jobs you've had, etc.)

28. If you have further comments or suggestions for improving the high school or high school program, please feel free to do so. (Use the back of this paper if necessary)

SECTION 2

II Sample Letters

Dear _____,

Under a special educational project, we are conducting a follow-up study on the graduates of 1971. This special study is called PROJECT _____. Most seniors were contacted the last week of school in order to fill out the enclosed statement of intent. We are sorry that we missed obtaining the necessary information from you at that time. Would you, therefore, kindly respond to the questions as they apply to you. Return as quickly as possible in the enclosed envelope.

Throughout the year you will receive two questionnaires which we would appreciate your completing and returning to us as quickly as you receive them. Your responses and reactions to the questionnaires will be carefully considered and may help us better evaluate our high school programs in this district.

Best wishes and good luck to you in your activities throughout this year.

Sincerely,

Project Coordinator

Dear Graduate:

As you may recall, during your senior year we asked your cooperation in participating in a special study. We need your help in order to do this job.

Enclosed is a questionnaire including questions about your present status as well as reactions to your high school training. Please take a few minutes of your time to give us your answers. Return the completed questionnaire in the enclosed stamped envelope as quickly as possible.

You will be hearing from us again some time in the latter part of March when a more extensive questionnaire will be sent to you.

We hope you are finding your present experience satisfying and profitable. We are looking forward to hearing from you about these experiences.

Sincerely,

Project Coordinator

Dear Graduate:

The enclosed questionnaire is devised only for those students attending junior college or special training schools. I would appreciate your filling it out immediately and sending it back to me. If you are no longer in junior college or special training, please contact the office at the above phone number for the proper questionnaire.

I know you have had some interesting and worth-while experiences. Undoubtedly, you also have given some thought to your high school preparation in relation to your present situation which could prove to be of value to this project and to future graduate students. Please include comments which are your frank and candid reactions toward your college or special training situation as it now exists in your thinking. Review once more in your mind your high school preparation, who or what influenced and geared you toward what you are now doing, (whether indirectly or directly). What you would have done differently if you could re-do the past years, and what expectations you had of junior college or special training and how they were or were not realized.

Sincerely,

Project Coordinator

Dear Graduate:

We were pleased with the response we received on the questionnaire sent in the fall. This study on which we are both embarked will help us to see the needs of future graduates and to continue to plan our curriculum as wisely as we can to help all of our students before and after graduation.

Enclosed is the final questionnaire for this year. It is designed to gain an evaluation of your high school experience. It will only take you a few minutes to fill out, and I hope you will do it now for if you lay it aside, it will probably be forgotten. Put the completed questionnaire in the enclosed envelope and mail it back at once.

Your participation in this project is of prime importance, and we sincerely appreciate the time, thought and effort you spend to help us. Your name will not be used on any information of a confidential nature. Numbers may not be consecutive due to data processing needs.

Sincerely,

Project Coordinator

Dear Graduate:

Two weeks ago a questionnaire was sent to you requesting information which only you can supply. Although a return envelope was enclosed, we have not received your completed questionnaire. We need your help!!

Please take time now to complete your questionnaire and return it. If you have misplaced it, or did not receive one, please write to:

Project Coordinator
Address

or call _____ and we will be glad to send you a questionnaire immediately.

If you have already responded, please disregard.

Thank you.

The above is the first reminder, sent on a postcard, to those students who failed to respond.

Dear _____:

We have no record of having received the return of your questionnaire pertaining to our follow-up study.

If you can take a few minutes to complete it and send it back, we would appreciate it very much. If for some reason it has been misplaced, we will be glad to send you another.

Thanks so much.

Sincerely,

Project Coordinator

Dear _____:

We are still hoping to receive the return of your completed questionnaire!

We need this very much as we are now in the final stages of our study (which, incidentally, is receiving nation-wide recognition) in order to get your reactions toward your present situation in relation to the education and guidance you received in high school.

We know this will help high school students and personnel in the future, as well as colleges and universities so they may receive better qualified candidates.

Won't you please take just a few moments to complete your questionnaire and get it back to us at once? If it has been misplaced, we will be glad to send you another one.

Best wishes and thank you so much.

Sincerely,

Project Coordinator

Dear Graduate:

This is the second year of our continuing study called PROJECT _____. As you recall, your graduating class is one especially chosen to participate in the four year follow-up study; therefore, it is of utmost importance that each one of you react to and return the questionnaire. Your responses are extremely valuable and are carefully considered.

Several changes have occurred as a result of your contributions and evaluations. One that will particularly interest you has to do with counseling. Starting in the fall of 1971 full-time counseling will be phased-in at all high schools in the district. Another area which has received considerable attention is the addition of vocationally oriented classes at several schools in the district. Your responses throughout this follow-up study have contributed greatly toward the changes taking place now and those being considered for the future.

It is the intent of PROJECT _____ to keep you informed of research findings in order to make the study more meaningful to you, especially since you are the ones who are making this study possible. We think you will be interested in the activities of your classmates as of June, _____, one year after graduation.

1969 Class: 426 Graduates

Percent	No.	Activity
29.6%	126	In Junior College
12.8%	59	In Four Year College
43.4%	185	Total in College
31.0%	132	Working Full or Part Time
7.3%	31	Military Service
3.3%	14	Special Schools (Trade, Beauty, etc.)
6.6%	28	Housewives
2.1%	9	Unemployed
.2%	1	Deceased
.2%	1	Traveling
5.9%	25	Activity Unknown
100.0%	426	

Regarding the enclosed questionnaire, please answer all questions even though you may have responded to the same or similar questions previously. We are interested in your reactions to the same questions in relation to your experiences from year to year. Also, some numbers may not run in consecutive order due to data processing needs.

Our best wishes for success in your chosen endeavor. We look forward to receiving your questionnaire so that we might continue to know of your whereabouts and activities and keep you informed of the progress in this most important study.

Sincerely,

Project Coordinator

Dear Graduate:

This is the fifth and final year of our continuing study called PROJECT _____. As you know, your graduating class was especially chosen to participate in the five-year follow-up study; therefore, it is of vital importance that each one of you answer all questions and return the questionnaire as quickly as possible.

Your responses are carefully considered and have been a valuable aid in evaluating our curriculum and counseling procedures. As I indicated to you previously, full-time counseling was begun in the high schools of the district. Other important changes in curriculum have also come about and new courses or approaches to courses are being considered for the future. Your responses to questions and your comments have contributed greatly toward current changes and those being considered for the future.

It is interesting to follow the activities of each one of you, and we feel you might also be interested in the activities of your classmates. Therefore, we have listed the known activities as of June, _____, four years after graduation.

1971 Graduates: 371 Activities Known: 293

Single: 196 Married: 89

In school full time or part time:	142	47.4%
Employed full time or part time:	89	30.3%
Military Service:	30	11.4%
Housewives:	22	7.5%
Unemployed:	8	2.7%
Other Activities:	2	.7%
		100.0%

Since you are the ones who make the study possible through your responses, we are looking forward to hearing from you. You may have completed the same or similar questions previously. We are interested in your reactions to the same questions in relation to your experiences from year to year. Also, some numbers may not run in consecutive order due to data processing needs.

During the past years, many of you have indicated a real interest in former classmates. We would hope our information might be of use to you in terms of contacting your fellow graduates for a proposed fifth year reunion.

Within the next year you will be receiving a newsletter with some of the results and unusual happenings to participants that have occurred during this study.

We wish to thank you again for your participation in this project the past five years. May the coming year be a successful one and rewarding for you. We will look forward to receiving your questionnaire so that we might continue to know of your whereabouts and activities.

Sincerely,

Project Coordinator

Dear Sir:

Under Title V-5 of the National Defense Education Act three high school districts from three different counties in California have been authorized to undertake a follow-up study of graduates. We hope to determine skill and knowledge requirements necessary for students to enter special fields of endeavor or study. This information will be used by the State Department of Education as well as local school districts in future curriculum planning as well as for guidance purposes.

Part of this project deals with direct contact with students in colleges and universities in order to get their reactions toward their present situation in relation to the education and guidance they received in high school. Another aspect of this project involves the student who leaves college before graduation. The information gained should be valuable not only to high school personnel and students, but we hope to colleges and universities in that they will receive better qualified candidates in the future.

Therefore, I would appreciate receiving your institution's permission to come and interview the 19___ high school graduates on the attached list as well as others from preceding years. I will plan to be in your area on . Would it be possible for you to provide a room in which I can meet with these students? I would also appreciate receiving from you as soon as possible a list of students plus their college residences who have graduated from the following high schools:

I plan to send letters to the students involved regarding the date and time after I receive permission and the additional list of students from you as well as confirmation of date and place.

I am looking forward to my visit on your campus. If there is any further information available about your school that you feel would be valuable to future students from our areas, I would be happy to receive this during my visit there.

Sincerely,

Project Coordinator

SECTION 2

III Coding Instructions for Questionnaires

CODING SYSTEMS FOR QUESTIONNAIRE RESPONSES

BUSINESS AND INDUSTRY CLASSIFICATION CODES

05 Agriculture
10 Construction and Trades
15 Data Processing/Computer Companies
20 Electronic Companies
25 Engineering Companies
30 Entertainment Field
35 Extractive and Mining Industrues
40 Finance, Real Estate, Insurance, Banking
45 General Merchandise and Supply
50 Government Service (City, County, State, Federal)
55 Manufacturing and Processing Industries
60 Public and Private Schools, Private Colleges/Universities
65 Public Utilities
70 Publishing Firms
75 Research Firms
80 Services
85 Transportation (Air, Sea, and Land)
90 Miscellaneous

GEOGRAPHICAL AREA CODES-OCCUPATIONS

Codes "0" through "6" could be codes by participating district, with "0" through "3" representing the areas of the district most pertinent to them; "4" through "6" would be the three other major urban areas in California. The following table illustrates the above as set up mainly for the San Francisco - San Mateo Counties:

0 - Area #0
1 - Area #1
2 - Area #2
3 - Area #3
4 - Area #4
5 - Area #5
6 - Area #6
7 - Other In-State Areas
8 - Out-of-State
9 - Foreign Country

Examples of Geographic Area Codes

Business Area San Francisco Bay

0 San Fran/San Mateo
1 Santa Clara
2 Alameda/Contra Costa
3 North Bay Area
4 Sacramento
5 Los Angeles/Orange
6 San Diego
7 Other California
8 Out-of-State
9 Foreign Country

Business Area Los Angeles

0 L.A. Central
1 L.A. North & West
2 L.A. South & East
3 Orange County
4 San Diego
5 S.F. Bay Area
6 Sacramento
7 Other California
8 Out-of-State
9 Foreign Country

JOB GROUP CLASSIFICATION CODE

Note: These are the first two digits of the occupational code - see alphabetical listing
Use the alpha list for the 3-digit coding on all questionnaires.

AGRICULTURE	
Owner	00
Worker	01
Fishing	02
Conservation	03
CONSTRUCTION	
Design	04
Contracting	05
Trades	06
Worker	07
Other	08
CONSUMER	
Owner	09
Appliance	10
Auto	11
Clothing	12
Decor	13
Food Preparation	14
Furniture	15
Garden & Home	16
Grooming	17
Personal Services	18
Storekeeping	19
Other	20-22
EDUCATION	
Management	23
College	24
Teacher (Elementary and High School)	25
Library	26
Training	27
Educational Assistant	28
Other	29
ENTERTAINMENT	
Performer	30
Directing, Writing	31
Entertainment Operations	32
Athlete	33
Other	34
GOVERNMENT OCCUPATIONS	
Politics	35
Diplomatic/Foreign	36
Protective Forces	37
Postal Service	38
Military Service	39
Civil Service	40
Air Operations	41
Other	42-43

PUBLISHING, ADVERTISING & COMMERCIAL ARTS	
Commercial Arts	44
Writing-Editing	45
Photography	46
Advertising & Graphics	47
Printing/Processing	48
Other	49-51
INDUSTRIAL TRADES	
Mechanical Trades	52
Electronic Trades	53
Inspection	54
Maintenance	55
Labor	56
Extractive	57
Shipping	58
Trucking	59
Railroad	60
Other	61
MEDICAL or PROFESSIONAL SERVICES	
Doctor/Dentist (M.D.-D.D.)	62
Doctor (Non Medical)	63
Nurse	64
Medical/Dental Technician	65
Medical-Clerical	66
Artist	67
Lawyer	68
Clergy	69
Counseling	70
Pilot	71
Therapist	72
Other	73
OFFICE	
Management	74
Sales/Public Relations	75
Data Processing-Prof.	76
Skilled Clerical	77
Secretarial	78
Data Processing Operations	79
Miscellaneous Clerical	80
Telephone Operator	81
Other	82-83
SCIENCES	
Natural Sciences	84
Physical Sciences	85
Engineering	86
Social Sciences	87
Other	88-89
Housewife	90
Uncertain	91
Miscellaneous	92-99

Note: This table identifies the headings used in the output tables for occupational goal and present job.

OCCUPATIONAL CODES - Alphabetical Listing
JOB GROUP CLASSIFICATION (J.G.C.) AND SOCIO-ECONOMIC SCALE (SES)

Note: The first two digits represent the Job Group Classification. The third digit represents the Socio-Economic Scale.

743 Abstracter/Underwriter
743 Accountant
300 Actor, Actress
742 Administrator, Business
473 Advertising Agent
016 Agricultural Worker
414 Aircraft Maintenance
414 Airline Operations
327 Amusement Laborer
840 Anthropologist
104 Appliance Repairman
840 Archeologist
040 Architect
670 Artist
850 Assayer
565 Assembler
742 Assistant Office Manager
192 Assistant Store Manager
330 Athlete
450 Author
114 Auto Mechanic
187 Baby Sitter
840 Bacteriologist
145 Baker
672 Banker
803 Bank Teller
175 Barber
175 Beautician
840 Biologist
773 Bookkeeper
064 Brick Mason
752 Broker
148 Busboy
672 Business Executive
145 Butcher
064 Cabinet Maker
027 Cannery Worker
117 Car Wash Attendant
064 Carpenter
803 Cashier
064 Cement Finisher
850 Chemist
630 Chiropractor
040 Civil Engineer
403 Civil Service-Clerical
404 Civil Service-Labor
400 Civil Service-Professional
127 Cleaner, Laundry Worker
567 Cleaning & Janitorial
690 Clergy
803 Clerk Typist
230 College Administrator
240 College Professor
444 Commercial Artist
030 Conservationist
075 Construction Worker
052 Contractor
145 Cook or Chef
700 Counselor
300 Dancer, Singer
595 Delivery Man
653 Dental Assistant
620 Dentist
374 Detective
793 Data Processing Programmer
763 Data Processing System Analyst
793 Data Processing Equipment Oper.
650 Dietician
620 Doctor-M.D.
443 Draftsman
870 Economist
450 Editor
064 Electrician
533 Electronic Technician
860 Engineering
534 Engineering Assistant
860 Engineering Civil
860 Engineering Electrical
860 Engineering Environmental
860 Engineering Mechanical
860 Engineering Materials/Chem.
484 Engraver
565 Factory Worker
130 Fashion Design
374 Fireman
037 Fish & Game Asst.
024 Fisherman
132 Florist
148 Food Service Worker
360 Foreign Service
034 Forest Service
524 Foundry, Mill Worker
167 Gardener
850 Geologist
409 Government Volunteer
195 Grocery Clerk
375 Guard
075 Heavy Machine Operator
870 Historian
880 Home Economist
655 Hospital Attendant
742 Hotel Manager
909 Housewife
543 Inspector-Tester
565 Installer
753 Insurance Agent
150 Interior Decorator
134 Jeweler
450 Journalist
793 Key Punch Operator
147 Kitchen Helper
653 Lab Technician
653 Laboratory Assistant
167 Laborer, Handyman

OCCUPATIONAL CODES–continued

870 Language Specialist
374 Law Enforcement
680 Lawyer
263 Librarian
263 Librarian Assistant
565 Light Equipment Operator
484 Lithographer
188 Live-In Helper
585 Longshoreman
575 Lumbering
524 Machinist
188 Maid
803 Mail Office Boy/Girl
383 Mailman
554 Maintenance, Repair
742 Manager
177 Manicurist
850 Mathematician
524 Mechanic
663 Medical Assistant
390 Merchant Marine Officer
394 Merchant Marine Crew
524 Metal Working Occupation
567 Meter Reader
850 Meterologist
390 Military Officer
394 Military Non-Commission Officer
575 Miner
470 Model
300 Musician
840 Natural Scientist
850 Nuclear Scientist
690 Nun
640 Nurse
653 Nurses Aide
803 Office Machine Operator
803 Office Clerk
630 Optometrist
630 Ostepath
064 Painter (Building)
742 Personnel Management
650 Pharmacist
484 Photo Processor
460 Photographer
850 Physicist
714 Pilot
064 Plasterer
064 Plumber
350 Politics
870 Political Scientist
383 Postal Clerk
383 Postal Supervisor
484 Printer
870 Psychologist
753 Public Relations
773 Purchasing Agent
320 Radio, T.V., Assistant
310 Radio, T.V., Director
310 Radio, T.V., Writer
605 Railroad Operations
004 Ranch, Farm Manager
016 Ranch, Farm Laborer
001 Ranch, Farm Owner
753 Real Estate Agent
803 Receptionist, PBX Operator
407 Recreation Worker
693 Religious Worker
450 Reporter
823 Research Assistant
092 Restaurant Manager
750 Salesman, Saleswoman
230 School Principal
670 Sculptor
783 Secretary
115 Service Station Attendant
124 Shoe Repairman
565 Shop Assistant
092 Small Business Owner
870 Social Worker
720 Speech Therapist
783 Stenographer
415 Stewardess
193 Store, Sales Clerk
742 Supervisor
803 Supply, Stock Clerk
124 Tailor, Seamstress
250 Teacher, High School
251 Teacher, Elementary
283 Teachers Aide
444 Technical Illustrator
813 Telephone Operator
813 Telephone Solicitor
310 Theater, Movie Director
310 Theater, Movie Writer
320 Theater, Movie Assistant
720 Therapist-Physical Occupational
065 Trade Apprentice
272 Training Instructor
595 Truck Driver
320 T.V., Radio Announcer
323 T.V., Radio Operator
154 Upholsterer
325 Usher/Usherette
630 Veterinarian
643 Vocational Nurse
148 Waitress, Waiter
565 Warehouseman
134 Watchmaker
524 Welder
654 X-Ray Technician
919 Don't Know
929 Other

Note: This code list is to be used in determining specific codes for occupational goals and present job. However, headings on all tables will match either the Job Group Classification Code (JGC) or "Socio-Economic Scale (SES)". On this listing codes are combined into one three-digit number for each job, thus eliminating the necessity for finding a JGC and SES for each individual job.

OCCUPATIONAL CODES-Numerical Listing
JOB GROUP CLASSIFICATION (J.G.C.) AND SOCIO-ECONOMIC SCALE (SES)

Note: The first two digits represent the Job Group Classification. The third digit represents the Socio-Economic Scale.

001 Ranch, Farm Owner
004 Ranch, Farm Manager
016 Agricultural Worker
016 Ranch, Farm Laborer
024 Fisherman
027 Cannery Worker
030 Conservationist
034 Forest Service
037 Fish & Game Assistant
040 Architect
040 Civil Engineer
052 Contractor
064 Brick Mason
064 Cabinet Maker
064 Carpenter
064 Cement Finisher
064 Electrician
064 Painter (Building)
064 Plasterer
064 Plumber
065 Trade Apprentice
075 Construction Worker
075 Heavy Machine Operator
092 Restaurant Manager
092 Small Business Owner
104 Appliance Repairman
114 Auto Mechanic
115 Service Station Attendant
117 Car Wash Attendant
124 Shoe Repairman
124 Tailor Seamstress
127 Cleaner, Laundry Worker
130 Fashion Design
132 Florist
134 Jeweler
134 Watchmaker
145 Baker
145 Butcher
145 Cook or Chef
147 Kitchen Helper
148 Busboy
148 Food Service Worker
148 Waitress, Waiter
150 Interior Decorator
154 Upholsterer
167 Gardener
167 Laborer, Handyman
175 Barber
175 Beautician
177 Manicurist
187 Baby Sitter
188 Live-In Helper
188 Maid
192 Assistant Store Manager
193 Store Sales Clerk
195 Grocery Clerk
230 College Administrator
230 School Principal
240 College Professor
250 Teacher, High School
251 Teacher, Elementary
263 Librarian
263 Librarian Assistant
272 Training Instructor
283 Teachers Aide
300 Actor, Actress
300 Dancer, Singer
300 Musician
310 Radio, T.V. Director
310 Radio, T.V. Writer
310 Theater, Movie Director
310 Theater, Movie Writer
320 Radio, T.V. Assistant
320 T.V., Radio Announcer
320 Theater, Movie Assistant
323 T.V., Radio Operator
325 Usher/Usherette
327 Amusement Laborer
330 Athlete
350 Politics
360 Foreign Service
374 Detective
374 Fireman
374 Law Enforcement
375 Guard
383 Mailman
383 Postal Clerk
383 Postal Supervisor
390 Merchant Marine Officer
390 Military Officer
394 Merchant Marine Crew
394 Military Non-Commission Officer
400 Civil Service-Professional
403 Civil Service-Clerical
404 Civil Service-Labor
407 Recreation Worker
409 Government Volunteer
414 Aircraft Maintenance
414 Airline Operations
415 Stewardess
443 Draftsman
444 Commercial Artist
444 Technical Illustrator
450 Author
450 Editor
450 Journalist
450 Reporter
460 Photographer
470 Model
473 Advertising Agent
484 Engraver
484 Lithographer
484 Photo Processor
484 Printer

OCCUPATIONAL CODES–continued

524 Foundry, Mill Worker
524 Machinist
524 Mechanic
524 Metal Working Occupation
524 Welder
533 Electronic Technician
534 Engineering Assistant
543 Inspector–Testor
554 Maintenance, Repair
565 Assembler
565 Factory Worker
565 Installer
565 Light Equipment Operator
565 Shop Assistant
565 Warehouseman
567 Cleaning and Janitorial
567 Meter Reader
575 Lumbering
575 Miner
585 Longshoreman
595 Delivery Man
595 Truck Driver
605 Railroad Operations
620 Dentist
620 Doctor–M.D.
630 Chiropractor
630 Optometrist
630 Osteopath
630 Veterinarian
640 Nurse
643 Vocational Nurse
650 Dietician
650 Pharmacist
653 Dental Assistant
653 Laboratory Assistant
653 Lab Technician
653 Nurses Aide
654 X–Ray Technician
655 Hospital Attendant
663 Medical Assistant
670 Artist
670 Sculptor
672 Banker
672 Business Executive
680 Lawyer
690 Clergy
690 Nun
693 Religious Worker
700 Counselor
714 Pilot
720 Speech Therapist
720 Therapist–Physical Occupational
742 Administrator, Business
742 Assistant Office Manager
742 Hotel Manager
742 Manager
742 Personnel Management
742 Supervisor
743 Abstracter/Underwriter
743 Accountant
750 Salesman, Saleswoman
752 Broker
753 Insurance Agent
753 Public Relations
753 Real Estate Agent
763 Data Processing System Analyst
773 Bookkeeper
773 Purchasing Agent
783 Secretary
783 Stenographer
793 Data Processing Equipment Oper.
793 Data Processing Programmer
793 Key Punch Operator
803 Bank Teller
803 Cashier
803 Clerk Typist
803 Mail Office Boy/Girl
803 Office Clerk
803 Office Machine Operator
803 Receptionist PBX Operator
803 Supply Stock Clerk
813 Telephone Operator
813 Telephone Solicitor
823 Research Assistant
840 Anthropologist
840 Archeologist
840 Bacteriologist
840 Biologist
840 Natural Scientist
850 Assayer
850 Chemist
850 Geologist
850 Mathematician
850 Meterologist
850 Nuclear Scientist
850 Physicist
860 Engineering
860 Engineering Civil
860 Engineering Electrical
860 Engineering Environmental
860 Engineering Mechanical
860 Engineering Materials/Chemical
870 Economist
870 Historian
870 Language Specialist
870 Political Scientist
870 Psychologist
870 Social Worker
870 Home Economist
909 Housewife
919 Don't Know
929 Other

Note: This listing should be used for reference purposes when reading the output tables. It is a numerical list of the combined JGC and SES codes which are shown in alphabetical order in the previous listing.

COLLEGE CODES

01 UC Berkeley	33 JC #4
02 UC Davis	34 JC #5
03 UC Irvine	39 Calif. JC
04 UC Los Angeles	40 Calif. Institute of Technology
05 UC Riverside	41 Chapman College
06 UC La Jolla	42 Claremont Association
07 UC Santa Barbara	43 La Verne College
08 UC Santa Cruz	44 Loma Linda University
09 UC Miscellaneous	45 Loyola University of L.A.
10 CS Chico	46 Menlo College
11 CS Dominguez Hills	47 Mills College
12 CS Fresno	48 Occidental College
13 CS Fullerton	49 Pepperdine College
14 CS Hayward	50 Stanford University
15 CS Humboldt	51 University of Pacific
16 CS Long Beach	52 University of Redlands
17 CS Los Angeles	53 University of San Francisco
18 CS Sacramento	54 University of Santa Clara
19 CS San Bernardino	55 University of Southern California
20 CS San Diego	56 Whittier College
21 CS San Fernando	69 Other Calif. Private College
22 CS San Francisco	70 Non-Calif. State/University
23 CS San Jose	80 Non-Calif. Private
24 CS Sonoma	89 Non-Calif. JC
25 CS Stanislaus	90 Beauty Schools
26 Cal Poly Pomona	91 Art Schools
27 Cal Poly S.L.O.	92 Business Schools
30 JC #1	93 Trade Schools
31 JC #2	94 Other Specialized Schools
32 JC #3	

NOTE: Numbers not listed are for listing of additional colleges as needed.

COLLEGE MAJORS

71 Agriculture
03 Architecture
21 Anthropology
01 Art
61 Astronomy
50 Bacteriology
51 Biology & Zoology
10 Business-Industrial Relations
13 Business-Institutional Management
14 Business-Management
15 Business-Marketing
16 Business-Operations Research
17 Business-Public Administration
02 Ballet & Dance
62 Chemistry
22 Communications
63 Computer Sciences
72 Conservation
79 Criminology
55 Dentistry
53 Doctor-MD/Vet.
54 Doctor-Non-MD.
23 Economics
24 English
25 Education
41 Engineering-General
42 Engineering-Civil
43 Engineering-Electrical
44 Engineering-Environment
45 Engineering-Mechanical
46 Engineering-Materials/Chem.
74 Foods
52 Genetics & Microbiology
26 Geography
64 Geology
28 History
75 Home Economics
73 Horticulture
04 Interior Decorating
29 International Relations
30 Journalism
31 Languages
32 Law
34 Literature
65 Math
66 Meteorology
80 Military Science
05 Music
57 Nursing & Health
56 Pharmacy
35 Philosophy
67 Physics
81 Physical Education
36 Political Science
37 Psychology
82 Religion
38 Sociology
39 Speech
06 Theater Arts
83 Therapy

Two Year Programs

95 Beautician
96 Barber
88 Business-2 years
92 Construction
93 Engineering Technician-2 years
94 Industrial Trades
90 Medical Assistant
89 Medical Technician
91 Photography

HIGH SCHOOL DEPARTMENT AND COURSE CODES

This listing is a typical high school curriculum. The code numbers will be used for coding courses which are listed by the graduates in response to specific questions on the questionnaires (e.g., "List two high school courses that you did not take that you think could have been useful to you since leaving high school.") As long as the number designating the major departments remains the same, individual districts may add their own specific courses to fit their school's offerings under each major department.

01 AGRICULTURE
02
02
03
04 ART
05
06
07 BUSINESS - GENERAL
08 Bookkeeping
09 Office Practice
10 Shorthand
11 Typing
12
13
14 HOMEMAKING - GENERAL
15 Foods
16 Clothing
17
18
19 ENGLISH - GENERAL
20 Composition
21 Drama
22 English - Accel./Advanced
23 English - Remedial
24 Journalism
25 Literature
26 Reading
27 Speech
28 Speed Reading
29
30
31 FOREIGN LANGUAGE - GENERAL
32 French
33 German
34 Spanish
35
36

37 MATHEMATICS - GENERAL
38 Mathematics - Advanced (Algebra/Geometry)
39 Mathematics - Accel./Adv. (Alg.II/Calculus/Analytical or Math Analysis)
40
41
42 SCIENCE - GENERAL
43 Science - Accel./Adv.
44 Biology/Physiology
45 Chemistry
46 Physics
47 Electronics
48
49
50 P.E. GIRLS
51 P.E. BOYS
52
53
54 SOCIAL STUDIES - GENERAL
55 Social Studies - Remedial
56 U.S. History
57 American Government
58 Economics
59 Far East
60 Humanities
61 International Relations
62 Negro History/Culture
63 Occupational Guidance
64 Philosophy
65 Psychology
66 Sociology
67
68
69 MUSIC - GENERAL
70 Music Performance
71 Music Theory
72

73 INDUSTRIAL ARTS (Non-Voc.)
74 Basic Industrial Arts
75 Metal Shop
76 Wood Shop
77
78
79 INDUSTRIAL ARTS (Vocational)
80 Auto Shop
81 Drafting
82 Electricity
83 Machine Shop
84 Pre-Apprentice
85 Radio
86
87
88 OTHER - GENERAL
89 Anthropology
90 Data Processing
91 Marriage & Family
92 Note Taking/Brief Hand
93 Photography
94 Study Skills
95
96
97
98
99

NOTE: Unused numbers can be used for additonal category coding in the same group.

DEGREE OR CERTIFICATE CODES

0 MA with AA Degree
1 MA with Junior College Transfer
2 MA with no Junior College Record
3 AB with AA Degree
4 AB with Junior College Transfer
5 AB with no Junior College Record
6 Beautician School
7 Business School
8 Technical School or Apprenticeship Training
9 Military School or Specialized Training

MILITARY SPECIALTY CODES

02 Administration/Clerical
04 Aviation Operations
06 Aviation Maintenance
08 Combat Forces
10 Construction
12 Electrical Equipment Operator
14 Electrical Maintenance
16 Financial/Data-Processing
18 Food Service
20 Intelligence
22 Military Police
24 Medical Support
26 Nuclear Materials Technician
28 Photography
30 Ordinance
32 Ship Operations
34 Survey/Drafting
36 Transportation Maintenance
38 Transportation Operations
40 Miscellaneous

GEOGRAPHICAL AREA CODES—MILITARY DUTY

1 California
2 Western States
3 Midwestern States
4 Southern States
5 Eastern States
6 Europe
7 Asia

COMMENT CODING

A special comment coding system is provided which is optional. The user may decide which comments should be coded for machine use. The system provides for multiple comments per student. Each punched card prepared may contain only one comment about high school courses and one general comment, but more than one card may be prepared per student.

CODING FOR COMMENTS REGARDING HIGH SCHOOL COURSES

Comments regarding high school courses are coded with a three digit code. The first two digits are defined by the high school course codes. The third digit is as follows:

0 = negative comment
1 = positive comment
2 = constructive criticism
3 = recommended revision
4 = wish I had taken
5 = other

The constructive criticism is distinguished from a negative comment if the graduate offers a suggestion as to changes which might be helpful. One change offered by many students was a revision of the course content, so a special category was established for this purpose.

It is essential that a consistent pattern is followed in the assigning of coding to comments. If possible, comments should be coded separately by two or more raters, with mutual agreements to be arrived at by those involved whenever the initial ratings are different.

Example of course comments: "I wish I had taken more math. I had only one year and it was a waste of time since I knew it already". Two comments possible: 374 and 370

CODING FOR GENERAL COMMENTS ON QUESTIONNAIRES

INSTRUCTIONS: Comment codes consist of three digits. The first is the major category in the outline below (coded 1-6). The next digit identifies the sub-category in the outline. The last digit indicates whether the comment is generally positive, negative, constructive criticism, or other. If the comment is negative, code the third digit as "0". If the comment is positive, code the third digit as "1". Some comments may be offered as constructive criticism and these should be coded "2". Constructive criticism would be such comments expressing "more help desired," or "changes needed." If the comment fits none of the above categories, code it as "5 = other".

Example - A graduate has indicated that he feels the need for full-time counseling in his former high school. The comment would be coded as 152.

1. Counselor-Student Relationships in High School

   1. Personal help
   2. High school educational planning help
   3. College planning help
   4. Occupational planning help
   5. The Counseling program and its structure,
   6. Other general comments on counseling

   0 = Negative
   1 = Positive
   2 = Constructive Criticism
   5 = Other

   Note: These categories constitute the third digit to be used with each comment coding.

2. Academic Background in High School

   0. Numberor kind of courses taken
   1. Required courses
   2. Elective courses
   3. Course structure, grouping, flexible scheduling, etc.
   4. Teachers and teaching techniques
   5. High school as background for college studies
   6. Study skills and habits
   7. Communication and personal skills
   8. Preparation for future responsibilities (marriage, self-direction, motivation, etc.)
   9. Other

3. Non-Academic Background in High School

   1. Vocational courses
   2. Exploration in occupations
   3. Decision making and future occupational goals
   4. Help in getting a job
   5. Work experience
   6. Other

Coding for General Comments on Questionnaires - continued

4. Feelings About High School

   1. Self
   2. School atmosphere
   3. Friends
   4. Parents and relatives
   5. Administration
   6. Physical facilities
   7. High school activities
   8. New courses recommended
   9. Other

5. Reactions to Present Situation

   1. School (such as college academic program, college counseling, dropping, etc.)
   2. Work (such as work satisfaction or dissatisfaction, future work plans, etc.)
   3. Military (such as satisfaction or dissatisfaction, special training, future plans, etc.)
   4. Personal
   5. Travel
   6. Other

6. Miscellaneous

   1. Future plans
   2. Resume of past activities
   3. Reaction to follow-up study
   4. Structure or organization of the questionnaires
   5. Other

(Note: on each of the above, the third digit is coded:

0 = Negative
1 = Positive
2 = Constructive Criticism
5 = Other)

Table I - 1

SOCIAL-ECONOMIC Occupational Rating Scale*

0. Professional persons

Actors and showmen; architects; artists, sculptors, and teachers of art; authors, editors, and reporters; chemists, assayers, and metallurgists; clergymen; college presidents and professors; dentists; designers, draftsmen, and inventors; lawyers, judges, and justices; musicians and teachers of music; osteopaths; photographers; physicians and surgeons; teachers; technical engineers; trained nurses; veterinary surgeons; other professional pursuits; chiropractors; healers (not elsewhere classified), religious workers.

1. Farmers (owners and tenants of large scale operations)

2. Proprietors, managers, and officials (except farmers)

Foresters, forest rangers, and timber cruisers; owners and managers of log and timber camps; operators, managers, and officials—extraction of minerals; builders and building contractors; manufacturers; managers and officials—manufacturing; captains, masters, mates, and pilots; garage owners, managers, and officials; owners and managers—truck, transfer, and cab companies; conductors—steam railroad; officials and superintendents—steam and street railroads; postmasters; proprietors, managers, and officials—transportation; bankers, brokers, and money lenders; managers or officials—trade; managers and officials—real estate companies; retail dealers; wholesale dealers, importers, and exporters; undertakers; officials and inspectors—city and county; officials and inspectors—State and United States; billard room, dance hall, etc., keepers; directors, managers, and officials—motion-picture production; keepers of charitable and penal institutions; keepers of pleasure resorts, race tracks, etc.; radio announcers, directors, managers, etc.; theatrical owners, managers, and officials; owners and proprietors—cleaning, dyeing, and pressing shops; hotel keepers and managers; laundry owners, managers, and officials; restaurant, cafe, and lunchroom keepers.

*Edwards, Alba M. Alphabetical Index of Occupations, by Industries and Socio-Economic Groups. Washington (U.S. Department of Commerce): U.S. Printing Office.

Social-Economic Occupational Rating Scale-continued

3. Clerks and kindred workers

Inspectors, scalers, and surveyors—log and timber camps; baggagemen and freight agents—railroad; ticket and station agents—railroad; agents—express companies; express messengers and railway mail clerks; mail carriers; radio operators; telegraph messengers; telegraph operators; telephone operators; advertising agents; clerks in stores; commercial travelers; decorators, drapers, and window dressers; inspectors, gaugers, and samplers—trade; insurance agents; newsboys; real estate agents; salesmen and saleswomen; abstracters, notaries, and justices of peace; architects', designers', and draftmen's apprentices; apprentices to other professional persons; officials of lodges, societies, etc.; technicians and laboratory assistants; dentists' assistants and attendants; librarians; assistants and attendants; physicians' and surgeons' attendants; agents, collectors, and credit men; bookkeepers, cashiers, and accountants; clerks (except clerks in stores); messenger, errand, and office boys and girls; stenographers and typists.

4. Skilled workers and foremen

Farm managers and foremen; foremen—log and timber camps; foremen, overseers, and inspectors—extraction of minerals; blacksmiths, forgemen, and hammermen; boilermakers; brick and stone masons, and tile layers; cabinetmakers; compositors, linotypers, and type-setters; coopers; electricians; electrotypers, stereotypers, and lithographers; engineers (stationary), cranemen, hoistmen, etc.; engravers; foremen and overseers-manufacturing; puddlers; glass blowers; jewelers, watchmakers, goldsmiths, and silversmiths; loom fixers; machinists, millwrights, and toolmakers; mechanics; millers (grain, flour, feed, etc.); molders, founders, and casters (metal); painters, glaziers, and varnishers (building); paper hangers; pattern and model makers; piano and organ tuners; plasterers and cement finishers; plumbers and gas and steam fitters; pressmen and plate printers (printing); rollers and roll hands (metal); roofers and slaters; sawyers; shoemakers and cobblers (not in factory); skilled occupations (not elsewhere classified); stonecutters; structural iron workers (building); tailors and tailoresses; tinsmiths and coppersmiths; upholsterers; bus conductors; conductors—street railroad; foremen and overseers—steam and street railroads.

Locomotive engineers; locomotive firemen; aviators; foremen and overseers—transportation; inspectors—transportation; floorwalkers, foremen, and overseers—trade.

Firemen, fire department; marshals, sheriffs, detectives, etc.; policemen; foremen and overseers—cleaning, dyeing, and pressing shops; foremen and overseers—laundries.

Social-Economic Occupational Rating Scale-continued

5. Semiskilled workers

   Apprentices to building and hand trades; apprentices (except to building and hand trades)—manufacturing; baker; dressmakers and seamstresses (not in factory); dyers; filers, grinders, buffers, and polishers (metal); milliners and millinery dealers; oilers of machinery; enamelers, lacquerers, and japanners; painters, glaziers, and varnishers (factory); operatives—manufacturing; boatmen, canal men, and lock keepers; sailors and deck hands; chauffeurs and truck and tractor drivers; boiler washers and engine hostlers; brakemen—steam railroad; motormen—steam and street railroads, switchmen, flagmen and yardmen—steam and street railroads; telegraph and telephone linemen; apprentices—transportation; other occupations—transportation; apprentices—wholesale and retail trade; deliveryman—bakeries and stores; other pursuits in trade; guards, watchmen, and doorkeepers; soldiers, sailors, and marine, other public pursuits; other occupations—professional service; attendants—pool rooms, bowling alleys, golf clubs, etc.; helpers—motion picture production; theater ushers; other attendants and helpers—professional service; barbers, hairdressers, and manicurists; boarding and lodging house keepers; other operatives—cleaning, dyeing, and pressing shops; housekeepers and stewards; deliverymen—laundries; other operatives—laundries; midwives and nurses (not trained); other pursuits—domestic and personal service.

6. Farm laborers

7. Other laborers

   Fisherman and oystermen; teamsters and haulers—log and timber camps; other lumbermen, raftsmen, and woodchoppers; coal mine operatives; other operatives in extraction of minerals; firemen (except locomotive and fire department), furnance men, smelter men, and pourers; heaters (metal); laborers—manufacturing; longshoremen and stevedores; draymen, teamsters, and carriage drivers; garage laborers; hostlers and stable hands; laborers—truck transfer, and cab companies; laborers—road and street; laborers, including construction laboers—steam and street railroads; laborers—transportation; laborers, porters, and helpers in stores; laborers—public service; laborers—professional service; laborers—recreation and amusement; stage hands and circus helpers; laborers—cleaning, dyeing, and pressing shops; laborers—domestic and personal service; laborers—laundries.

8. Personal Services

   Bootblacks; charwomen and cleaners; elevator tenders; janitors and sextons; launderers and laundresses (not in laundry), porters (except in stores), servants; waiters.

9. Housewife

NOTE: This table identifies the headings used in the output tables for occupational goal and present job.